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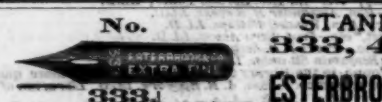
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New York, April 11, 1885.

SUPPOSE that the teaching skill of one half of the teachers of this country could be sensibly improved, what would result? It would raise the wages of all. The wages of good teachers would be increased everywhere. That will be one result of improved methods of teaching.

DR. THWING says: "There are intellectual idiots. They are born, not made. There are moral idiots. They are made, not born; they make themselves." This is nearly as strong as the expression of Josh Billings: "If a man is a fool, a classical dictionary will not help him."

WANTED! A teacher who knows the truth and is willing to stand by it. Who makes no mistakes. Who denounces error, and has no enemies. Who is not dogmatic. Who is a friend of the wicked, and has the confidence of the good. Who ignores north, south, old and new. Who knows a good book and educational paper. Such a man can find immediate and permanent work. Salary no consideration.

THE Canada Educational Weekly says that "in Canada intellectual variety is very marked; the classes are large; the children are grouped together by a plan which seems to strive at striking an average of their knowledge of all the different subjects taught. Is it possible in teaching such a class to keep in mind these differences? It is a hard matter, certainly, yet one that cannot be altogether overlooked. In certain cases very wide degrees of knowledge or intelligence must necessarily be left out of consideration: we remember once making rather a failure in trying to teach a class in Algebra, when one pupil was perfectly au fait at quadratics, while to another had to be explained the fact that if $a=2$, and $b=3$, $a+b=5$!"

WHAT is true in Canada is true everywhere, and from this fact of difference in mental tastes and endowment comes the necessity of careful classification. It is manifestly wrong to put a poor scholar in algebra in the same class with smart ones. The dull need different teaching from the quick. If a pupil needs to be taught that if $a=2$, and $b=3$, $a+b=5$, he has no business in a class with a pupil who can understand the methods of elimination at a glance. This dolt in mathematics may be a genius in history or expression.

His classification will be the very inspiration of his school life. If he is kept back in all studies because he is poor in figures, the chances are he will become discouraged in all; for, not having the opportunity to exercise his talents in what he loves, he will likely cease to love anything.

It is said that such a classification as we suggest is impossible. In every ungraded school, classification according to any mode is an easy matter. The difficulty is found in the graded school, but here the mountain in the way is imaginary.

We will suppose that in one large assembly room there are seated three hundred pupils. To accommodate the wants of these students the usual number of teachers and class rooms are provided, and pupils are sent to the various rooms for recitations. With this arrangement it will be easy to assign a pupil to a higher geography class and a lower arithmetic class on the same day. His success in one study is recognized, as well as his want of it in another. Such a plan as this is not impracticable, neither is it novel.

It is undeniably wrong to degrade a pupil in all studies because he is poor in one. For example, because he is backward in arithmetic he should not, therefore, be kept back in geography, language, and history. The teacher who pursues this method of grading on one branch does not practice fairness, for he is doing educational injustice to most of the pupils committed to his care.

NOTHING that Dr. Lyman Abbott ever

wrote contains more truth than the following:

"Our religious problems are the problems of to day, not of yesterday. We shall never make any progress by copying on our slates the problems which our fathers did, looking in history to see their answers, and writing them down. It is not answers, it is work the age wants. An old sermon is never a good sermon. Truth; like the manna of old time, must be gathered fresh every morning."

Fundamental truth, like the everlasting rocks, is old; but as the rocks decay and form the soil from which the plants get food, so this old truth must be continually ground to powder and worked into new forms, or the needs of man will not be satisfied. New forms of beauty are continually growing from that which is as old as the creation. The elements of the beautiful Pasque flower, now covering the prairies of the Northwest, are wonderfully old, but the flowers are fresh from the ground, new on our Easter Sunday. There is a charm in freshness, even though it is only a repetition of what has been seen before. We like the things of to-day! It is an instinct of human nature.

THE discussion concerning woman's sphere has again broken out. It always does when the weather grows warmer and the few dormant ideas of certain reformers thaw out. We shall hear the same old talk about what a woman is fitted to do, and the debate will end with the conclusion that she may do whatever she is fitted to do. This means that she may teach school if she will not insist upon receiving as much as men, that she may become a doctor, or a lawyer, or a carpenter, or a plumber, or even a stock jobber and banker, if she can, and even she may vote, and marry if she is asked.

Men have pretty generally believed in the inferiority of woman, or, to state it more agreeably, men have commonly believed in the superiority of themselves. Once in a while, through the influence of civilization, they have been led to admit a little more, as, for instance, in a New Hampshire town a school committee gave to a young lady a certificate, that read: "This is to certify that Fanny Noyes stands on a medium with other girls of her age and sex, and, for what we know, is as good as folks in general!" That is all most men can be made to admit. The proposition that she has just as good a right to marry and support her husband, as a man has to marry and support his wife, is generally believed to be false; in fact, very few women believe it themselves. But as the world grows better it will admit more. It knows enough, but it won't admit it, especially when this question is under discussion. For example, most men will agree that fish and roast beef are good for a man and his wife; but these same men will not admit that Greek and law are as good for wives as for husbands. There is not one lawyer in ten million who would admit his wife to a law partnership on an equality with himself.

THE Music Teachers' National Association at New York, July 1-3.

The American Institute of Instruction at Newport, R. I., July 7-9.

The National Educational Association at Saratoga, N. Y., July 14-18.

The New York State Teachers' Association at Chautauqua, July 7-9.

The Ohio State Teachers' Association at Chautauqua, July 7-9.

THE Mind Articles will be omitted for a few weeks until the members of the Mind Class are heard from. Let us hear what you have been doing.

PROF. S. H. PARR of Minnesota, says: "The live teacher who provides himself or herself with the proper tools for teaching, commands \$10 to \$50 per month more than those who do not."

HON. JOHN W. HOLCOMBE, Supt. of Public Instruction of Indiana, appointed Friday April 10 as Arbor Day for the public schools, and recommended "that wherever possible trustees, superintendents and teachers make suitable preparations and do what can be done towards beautifying their school grounds, with the accompaniment of appropriate literary exercises."

DR. W. N. HAILMAN and Mrs. Eudora Hailman of La Porte, Md., will conduct a summer school of four weeks, for instruction in Kindergarten and Primary Teaching. The school will open immediately after the meeting of the National Association, at Saratoga Springs and continue four weeks. Full particulars can be obtained by addressing Dr. Hailman.

MISS L. E. PATRIDGE, the author of "Talks on Teaching" and "Quincy Methods," will return to institute work during the season of 1885. Concerning her success the *Pennsylvania School Journal* says: "The acceptable character of her work—instruction, readings, lectures—is so well known that no endorsement is needed, either of its excellence or of the popular favor with which it is everywhere regarded."

THE *Central School Journal* says: "Some one has said that the 'New Education' is dead, and that Col. Parker killed it by his expression, 'a vocabulary of words.' If this is so, it is about the liveliest corpse we ever saw. Never was there a time when old fashioned methods, whose usefulness long ago died, were being abandoned so generally. Never was there a time when fresh ideas of vigor and worth vitalized our system into a healthy, helpful one, as at present. If the 'New Education' is dead its ghost is mightily active."

THE large and valuable volume of the Proceedings of the National Association at Madison, 1884, is now ready. As many members may have changed their residences since the time of the meeting, it is necessary for those who desire to have this volume sent to them by mail, to forward to N. A. Calkins, Treasurer, 124 East 80th street, New York City, without delay, their present address in full, also 15 cents toward payment of postage on the volume. If your address has been changed from the place given, please state, first, what address you gave; second, what your present address is.

DURING the past few months something has occurred in your school that others ought to know about. Some method of teaching, grading, visiting, conducting general exercises—something—that the world ought to know. Now, sit down, write it out, condense, make it crisp, pointed, applicable, and send it to us. You are bound to help the profession.

Some say they have not the "gift of utterance." These people remind us of a poor fellow who was arrested for some petty act, and brought before a justice. He told him to tell what he had been doing. He answered, "I haven't a flow of language sufficient to express my thoughts." "But," said the justice, "Tell what you did." "I haven't the

gift of expression," he whined. "But," stormed the magistrate, "tell what you did or I'll commit you to jail for three months." "I can't find words to express my feelings on the present occasion!" the poor fellow blubbered; and so he went to jail.

THE school trustees of the Nineteenth Ward of this city are investigating the charges of corporal punishment made against some of the public school teachers. The *Tribune* recently said in reference to this affair that "The time has long since gone by when public opinion will tolerate whipping as a means of discipline for refractory pupils. If a scholar is so bad as to be impervious to such moral correctives as a teacher may properly apply, his place is not in a school with decent boys and girls, who go there to learn, but in the House of Correction. Whipping is certainly out of place now in the city school-room, where teachers are neither jailers nor authorized guardians."

These remarks show the trend of public opinion, whether in the right or wrong direction is a decision we leave to the readers of the JOURNAL.

MR. MERWIN, of the *American Journal of Education*, St. Louis, remarks:

"We stand for 'The New!'"

Where do you stand?"

For the best,—for Socrates, Comenius, Froebel, Horace Mann, David Page, Parker, as far as they were right. Some people imagine that improved methods are embodied in some person. They oppose advanced thought, because Col. Parker said something at Madison or somewhere else they didn't believe, therefore, the whole system is wrong. One thing is certain there is a right, and it neither grows old or new! The rub is to find it! If found, keep it! "Right the day must win." It is not personal! Men die, the right never dies! Our desire is to find the right, and keep it. In doing this we care not by what name it is called. The word "New" is good. We have used it, and propose to continue to do so until a better word is invented.

WE intend to double the circulation of the JOURNAL. It can easily be done because:

1. IT IS WORTHY OF SUPPORT. We are not deceived. Thousands of teachers have said that it has given them inspiration and assistance.

2. IT IS FULL OF JUST WHAT TEACHERS WANT. Look over a single number and see. Its articles are not preachments but HELPS, giving the philosophy and practice of good teaching.

3. EVERY REAL TEACHER WILL DISSEMINATE EDUCATIONAL THOUGHT. By doing so he helps the cause, secures better work, and hastens the time of more professional spirit.

4. THE JOURNAL IS ABREAST WITH THE TIMES. Principles are old, but their applications are new. The changes in teaching and text-books are certain in the near future to be many. The JOURNAL will keep up with this progress of thought. We say these things, for we believe them, and because we desire to do the greatest good to the greatest number, we especially ask your help.

A LONG step would be taken towards rendering our State Associations perfectly successful if membership in them could be made permanent and not temporary. As it now is they are at the mercy of those who happen to attend. If circumstances are favorable, and a "boom" can be created, treasures are overflowing, but if there happen to be a succession of dry years, debts accumulate which only a booming president can pay off.

The way to remedy this state of affairs is to have a permanent elected membership, who would pledge themselves to pay a stipulated amount annually. During the year, bills would be sent to members, and whether they attend or not, they would pay. In this way it would be known how much money the association could rely upon. But the greatest benefit coming from such a plan would be the creation of a professional spirit and class. Why should we not be as exclusive and inclusive as the doctors or ministers?

It is to be hoped that at the coming meeting of the State Associations some move will be made towards making them more representative in character. It would create a greater respect for the organizations among teachers themselves, and certainly they would look upon them as something more than temporary organizations, eking out a living by the grace of those who see fit to meet together, whether they be ornamental or working members of the profession.

A RECENT writer expresses his mind in the following advice: "For inexperienced teachers who look to their journal somewhat as they do to their normal teacher, an old journal is just as good as a new one, provided it gives the detailed hints useful to the novice. For this class of readers, the difference of a few years in the date of such articles as they require is of no moment. If they could be induced to subscribe for back volumes of any first-class journal they would be nearly as well off as with current volumes. But, of course, this they will not do. Their hash must be dished up in season. It makes little difference when it was first cooked, so long as it has not been passed to them before." For our part, we have some choice as to the age of hash before we are made to eat it—educational hash especially. In their anxiety to prove that there is nothing good that is new, and nothing new that is good, some people are led to make most foolish remarks. Among the thousands of observing teachers, are there no improvements? no better ways thought out? Are we to believe that educational methods stand still while the rest of the world is moving? Take what is good, old or new; think it over, and discover better ways of doing old things. The world isn't dead: it was never more thoroughly alive. We are on the eve of radical changes in our grammatical and arithmetical text-books. There is no doubt as to this. Thousands of teachers are dissatisfied with present methods and results, and are anxiously asking for instruction. How would they be suited with old files of an old paper?

MRS. HAYNIE, in the *Illinois School Journal*, says:

"There are good reasons for giving special attention to the teaching of English. A thorough knowledge of one's own language is a very desirable accomplishment, but to the child it is more,—it is a necessity, for it is the medium through which all the knowledge acquired in other departments must be conveyed. Children who have heard nothing but pure English, from the cradle, learn to speak correctly without an effort; they learn as the mocking bird learns,—by imitation. The great majority, however, hear nothing from infancy but poor English, and by imitation they form incorrect, and often, ludicrous habits of speech, which, in after life, become a source of mortification and annoyance, unless they are broken up before they grow strong and unyielding. Hundreds of witnesses testify to this fact frankly and sadly."

Nothing could be better said. We early learn to speak by imitation. Forms of speech with which we are familiar soon become crystalized, and do what we will, they show themselves. We heard Robert Collyer recently, and at once detected many grammatical inaccuracies, learned in his Yorkshire youth. These habits of speech must be broken up "before they grow strong and unyielding;" in other words, in the primary and intermediate stages of school life. Long before a pupil can understand "agreement," "complement," "attribute," "assumed and predicated qualities and actions," "the power of the infinitive and the participle," and "noun, adjective and adverbial clauses," the power of imitation and continual repetition must be brought to bear on the learner. The price of correct speech is eternal vigilance. We conversed with a lady, a few days since, who spoke elegant English. To our surprise we found she was absolutely ignorant of technical grammar. "How can this be possible?" we asked. "I take great care to correct my errors of speech. Every day I read some good author and note my grammatical sins. In this way I am able to speak correctly." "It is a very sensible plan," we said, "and one worthy of universal imitation."

For the SCHOOL JOURNAL.

KINDERGARTEN METHODS APPLIED TO
THE PUBLIC SCHOOLS.

BY MAY MACKINTOSH.

Before opening my subject, I wish to say most emphatically that all taking of Kindergarten methods into public schools, unless in their entirety, can be only a temporary resource—the best possible at the present moment—but still only a relatively best. It is trying to supply to the child, after he enters the primary department, that with which he should have been familiar before he was admitted. This can only be done fragmentarily, and at odd moments, while the teacher is otherwise occupied. In the Kindergarten, the child has the full attention of the Kindergarten, and progresses accordingly.

Still, there are some teachers who intuitively grasp the possibilities for good in every new suggestion, however bare and slight; and they will make a success of everything they care to take hold of. Others, again, not having enough insight into the Kindergarten system, will call it slight and superficial, instead of allowing their own knowledge of it to be so.

No slight or superficial knowledge will do; a special training is required besides the general training in the history and principles of pedagogy necessary to all teachers. But yet some good may be done by taking in such fragments from the Kindergarten tables as will most readily work in with the public school system.

Excluding, therefore, everything which presupposes much space, and more or less expense, there remain certain easily-adapted methods of, at once, interesting and educating the children.

Froebel's mind was of the mathematical and scientific order, and so we find the whole system of gifts and occupations going in logical sequence from the sphere—the simplest of solids—to the embodied point. Of these gifts and occupations, we can take those illustrating the plane, the line, and the point. These are *embodied* planes, lines, and points, in order that they may meet the stage of the child's development.

For the plane we have:

1. Parquetry papers, ready gummed, in squares, and in four different triangular forms (equilateral, right isosceles, obtuse isosceles, and right scalene triangles). These are in packages, put up by Milton Bradley & Co., Springfield, Mass., and are in the six so-called primary and secondary colors. Circles may also be obtained, but are not gummed. The cost is trifling. Squares of wrapping paper may be cut by the older children, and used for mounting the Parquetry work; or the papers may be pasted on thin card-board (old boxes, calendars, and the like, that the children can procure themselves), and then cut out, that they may be used as tablets again and again; for design work, and for the teaching of number, form, and color.

2. When the child is familiar with most of the plane geometric forms, he is ready for problems in form. With folding papers, 4x4 inches, tell him to make one fold or crease, having the two edges touch exactly everywhere. What form has he made? How many? Similar, or dissimilar? From all possibilities of one fold, go on to two and three, always taking care to get the next form or forms with as little change as possible, making no unconnected jumps, so to speak. As to cost, a package of a hundred papers, assorted colors, can be obtained for twelve cents at Schermerhorn & Co.'s (Kindergarten department), 7 E. 14th st., New York, or at any other Kindergarten material depot, as also may be all the materials required for the work described in this paper.

For the line we have:

1. The Gonigraph or Connected Slat. It is a folding rule, one meter in length, and in ten joints, each one decimeter, or almost four

inches long. Each end slat is marked into centimeters or millimetres, thus giving the child an opportunity of becoming familiarized with the lineal measurements of the metric system, if such familiarity be desired. With it the teacher, or the children in turn, may form any plane geometric figure; and by so doing, gain a clearer idea of its proportions. The gonigraph is more suited to the intermediate class than to the Kindergarten proper.

2. Sticks. Either a box of wooden toothpicks, which may be obtained anywhere for ten cents the 500, or the Kindergarten box of squared sticks that will not roll, at twenty cents, will answer the purpose. The Kindergarten sticks are in five lengths—5, 4, 3, 2, and 1 inches; thus possessing the advantage of familiarizing these measurements, so that the child can tell by the eye the length of any short line.

In form, all the straight line plane figures may be made, and repeated in the different sizes of sticks, one inside the other; or symmetrically arranged, by *opposites*, around a central figure. Thus an octagon may have squares on each of its sides, and *vice versa*. There is boundless room for invention after a few hints have been given by the teacher. The child can also make simple outlines of familiar objects—chair, table, and the like, as in the outline drawing from the reading charts.

Number can be thoroughly and easily taught. Arrange ten sticks (two inch) in ones, twos threes, etc. Count by ones, twos, etc., forward and backward.

In number and form combined, give problems. Make four two-inch squares. How many sticks in one square? How many in all together? Make two inch sided triangle (equilateral). How many sticks, and so on.

3. Thread Game. This includes both straight and curved lines. The materials are a slate, sharp slate pencil, and wet red thread, or worsted, about eighteen inches long, with the ends neatly tied together. In connection with this may be taken the learning how to make different knots, how to untie very hard knots, and how to do up and tie parcels. The wet thread adheres to the slate, and may be moved by the pencil-point into different forms, more usually curved. This moving must be done by opposites, first, the right side, then the left, then the back, and then the front, unless in the case of outlines of objects. This work gives a greater delicacy and lightness of touch, which is an admirable preparation for drawing.

For illustrating the point we have:

The bean (white-soaked and split, so as to get one flat surface); the lentil, which is flat enough, but poor in color. Oats, and any small seeds or shells will answer the same purpose. A slate may be ruled into squares, and a seed placed on each intersection of the lines. Then one between every two already placed, and so on. Forms may be made as with the other materials. N.B.—The children can quickly learn to rule their slates with sufficient accuracy, and this of itself is a most valuable lesson. Any especially original or beautiful form may be gummed on cardboard, and used to decorate the school-room; or may be drawn or dotted on the board.

The materials used should be introduced with a little object lesson; and this should be reviewed and added to as time and opportunity serve.

Two books that will aid the teacher much are Miss Anna Johnson's "Education by Doing"—I believe only sixty cents to teachers—and Mrs. Kraus-Bottle's "Kindergarten Guide," for the self-instruction of Kindergartners and mothers.

So far, some material has been necessary. There yet remain two aids towards an instructive and

enjoyable school-life, and these are most important. They are—

1. Stories suited to the child's experiences and stage of development, and with a definite purpose.
2. Songs (and such games as can be played in small space.)

We must have frequent changes of employment at the best of times for the little ones; and on rainy, dull days, who has not felt the value of some unexpected, though trifling pleasure? So it is well to have something extra for such times. The brightening of the little faces will be ample repayment.

1. Stories must be short, clear in detail, and always with a special underlying thought to be developed. No moral must be drawn; it is not child-like to reduce the moral to words. If you can introduce imitations of sounds made by animals, or act out your stories by assuming different voices and gestures for the different characters, so much the better for holding the attention of your audience. Remember that the reproduction of this story—at first in answers to questions from different children, then in the entire story told by one child—is an important step gained for the language lesson. Composition will be robbed of half of its terrors if the children early grow accustomed to expressing their thoughts in good English. And in no way can moral instruction so well be given; it is breathed in as naturally as pure air, from the atmosphere of interested attention that prevails during the hearing of a well-told tale.

Or direct instruction in the facts of Nature and the industries of life may be given. I have known children of five and six spell-bound with the delight of hearing the story of "where iron comes from." Of course, such things must be greatly simplified. Then stories of animals are a never-failing source of amusement, outside of their value educationally. Turn the children out into Nature with their eyes opened to its beauties, and they will have less time for vicious and demoralizing literature in later years. Miss J. Stickney's "Child's Book of Language" is admirably fitted for the carrying on of the work begun by judicious stories for reproduction when the children are able to read and write.

Songs and Games. Mrs. Clara Beeson Hubbard's "Merry Songs and Games" is the best book yet published, and though some Kindergartners criticize the music as being unsuited for children's voices, I must say that the children themselves—no mean authorities—like these tunes and words best, and ask to sing them oftener. Taking this book as the standard we find several well-marked divisions. First, the finger games, which through play, develop the hand and fingers, making them less clumsy, and incapable of separate action. Second, the songs relating to the different trades, and imitation of the actions performed by each artisan. And third, all songs representing objects in Nature. *The gestures are in all cases to be drawn from the observation and knowledge of the children.* If no one knows how the sawyer saws, it must be found out, if not illustrated with real saw and wood before the children.

The games are usually played in a circle. Those that are unfitted for the school room may be taught on fine days in the open air: and though adding to the teacher's work, will be worth the trouble of teaching. It is a great thing gained if children know their teacher can enjoy a game as much as themselves; that he or she is, in fact, human; and not a stern, unbending personification of justice and wisdom. And in conclusion, the child becomes, through his play, already one of the workers of the world. He is carpenter, builder, boat-maker—whatever he sees about him he wishes to reproduce.

And not only this, but he sees Nature and the industries of life in close connection,—as in learn

ing of Nature in the life of the trees, and of social arts from the various manufactured forms of wood; and, however simply, some of the grand meanings of the relationship between the two must begin to dawn for him.

Knowledge of Nature and love of Nature, respect for work, and love for the great brotherhood of workers—is not this an end worth striving for, worth waiting for, ay, worth giving our best and noblest energies to attain?

For the SCHOOL JOURNAL.

DISEASES OF THE WILL.

(Mind Article, XXX.)

EXCESS OF WILL POWER.

We are indebted for many thoughts and facts in these articles to the work on "Diseases of the Will," by Th. Ribot.

A case is mentioned of a woman of intelligence, who used to feel the need of going into some lonely place and shouting aloud. Under these circumstances she would give vent to her grievances and complaints and surroundings. She knew perfectly well that it was wrong to do what she did, but she said "she must speak and satisfy her grudges."

A victim of melancholia, pursued with the thought of suicide, arose in the night, knocked at his brother's door and cried to him, "Come quick; suicide is pursuing me, and soon I shall be unable to withstand it."

An irresistible impulse to steal, set fire to houses, speak out in meeting, snatch a chair away when one is about to sit down in it, deny doing a favor when kindly asked, belong to this class of disorders. Such cases are frequently met with in schools. A pupil is suddenly seized with an irresistible impulse to do something outlandish or wicked. He cannot explain why, and the teacher is at utter loss to know what to do. The scholar, when asked, is as much nonplused as the rest, and when earnestly pressed to give a reason can only say, "I cannot tell what made me do it. Something pushed me on; I could not help it."

Instances are mentioned of a young woman who chews up her gowns, of an art amateur who punched a hole through the canvas of a painting, of a man who was haunted by the thought that he might commit to writing that he had been guilty of some crime, of a boy who collects and keeps all the strings he can find, and of a man in Iowa who collected all the old scraps of iron he could find.

Some pupils are seized with an irresistible desire to get a great number of pencils or certain kinds of paper. They are laughed at for the habit, but it does no good.

These instances show that it is necessary for teachers to be on the lookout for such cases in the school-room. When a child is suddenly, and without apparent cause, obstinate, refusing to do what he has been usually willing to do, or persisting in doing what he knows to be wrong, it may be suspected that his will is diseased. If this is the case, punishment will do no good. Other means must be used. The remedy is through the attention. When the pupil loses the power of governing himself, he is continually liable to be governed by caprice and impulse. The methods of cultivating the attention have been spoken of in former articles. These must be carefully adapted to the wants of individual cases. In more instances than some are willing to admit, the teacher becomes a physician of the mind, and, perhaps, an adviser to parents concerning the healing of the body; for bodily conditions have much to do with the states of the mind, especially the will, memory, and attention.

AXIOMS AND DIRECTIONS.

1. External causes affect the will.
2. The voluntary action of the will is the aim of the teacher.
3. The cause of disorders of the will often may be found in bodily conditions.
4. A careful distinction should be made between will, properly active, and will in diseased action, or willfulness.
5. A thorough knowledge of motives is necessary in order properly to treat the will.

6. The will must be governed by moral influences. An immoral character invariably produces a disordered will. Strong moral convictions produce strong will power.

7. Following from the foregoing comes the fact that a truth loving person will be a truth-seeking person. To believe a doctrine with all the heart, mind, and soul, will produce corresponding determinations as to life actions.

8. Since morality comes from a belief in the truth, or truth underlies morality, it follows that we must know the basis of morality before we can know the ultimate basis of all will power. This is LOVE. Without sincere love to God and man there can be no true morality, no truth, and no intelligent will.

REMARK: It is often said that a person addicted to bad habits yields to temptation on account of a weak will. This is a wrong conclusion. In such persons the will is weak toward the right, but strong toward the wrong. A drunkard will have his dram. His will is overmastering. The right has little or no influence upon him. The difficulty with him is his will is unbalanced or diseased. He has turned the whole course of his determinations in the wrong direction.

REMARK: HABITS DETERMINE THE WILL. Let a person continue in a certain line of action, persistently, and he will reach a point where he cannot will to do otherwise than he has been doing. One kind of willing will suffer a paralysis, but another kind will grow stronger. It is so with the eye; when one is lost the other grows stronger than before. A habit of right willing will weaken the tendency of wrong willing until, by and by, it becomes almost, if not entirely, extinct.

For the SCHOOL JOURNAL.

SUCCESS IN THE SUPERINTENDENCY.

SUPT. S. B. WILSON, Faribault, Minn.

The things that in the main have contributed to success in my work are: 1. Thorough inspection of the schools in reference to organization, management, methods of instruction, thoroughness of work, and when at all practicable, regular grading of the school. 2. Providing the schools with good teachers. This is, of course, the most important matter. Somewhat rigid examinations have accomplished two things; they have weeded out a large number of incompetent teachers, and, what has been more especially desired, made all feel the necessity of thorough preparation. Teachers who were not only well qualified in the branches they were expected to teach, but who were well prepared for the work of teaching have been sought. So examinations in theory and practice of teaching, and showing professional skill have followed, and to a considerable extent, superseded examinations testing scholarship.

Teachers' meetings and teachers' institutes have been well worked up, and made of the most practical character. Quite a number of teachers have been induced to attend Normal and other high schools.

Frequent visiting of good schools has been encouraged. Last but not least, professional reading is strongly urged. Progressive teachers are the kind needed. The most difficult teachers to get along with are the "well qualified," "experienced" ones who are in the "ruts."

3. Interesting the school officers and parents in the schools. The last has followed almost as a matter of necessity from the others. Give the districts good teachers and good schools, and the people will be interested and extend their co-operation, which is of great assistance to both teachers and superintendents.

FORCE is a poor way of making pupils industrious. Truth is pleasing to the natural mind and, pupils should be early taught to delight in hard study. Good scholars can never be developed by force.

EVERY lesson should have some definite object in view. What object can the teacher have in view in teaching Circulating Decimals?

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

GEOGRAPHY IN THE PUBLIC SCHOOLS, NO. III.

BY PROF. C. T. BARNES.

INTERMEDIATE WORK.

This preliminary work being well done, some well-written elementary geography may then be put into the hands of the pupil, to be read in class, and to form the beginning of text-book study in this science. A suitable portion may be read by the pupils, and form the subject of animated conversation in the class-room, after which another portion may be assigned for the next recitation.

At that recitation, all books being laid aside the lesson read the previous day should be reproduced in the language of the pupils, then sharp questioning by the teacher upon the part of geography already learned should follow; then another part should be read and talked about as before.

At every recitation, reference should be made to the part of the earth which the children can see, and to the forms of vegetable and animal life with which they are familiar. Every effort should be made to arouse a glorious enthusiasm on the part of teacher and pupils, to awaken thought, foster a love for study, and clothe the geography hour with an interest so absorbing, that it will make the pupils unwilling to be absent from a single recitation. Here the foggy will say, "That is very good theory, but it can't be carried out in the school-room." Can't it? I have seen a class of twenty-five or thirty intermediate pupils so completely absorbed, that absences from the geography class would not average one in a month, and the mastering of the daily lessons in geography became a source of decided pleasure to its members.

That venerable saw, "As is the teacher, so will be the school," will be here put to the test. The teacher who sits crossed-legged in an easy chair, book in hand, tracing question and answer with his finger, and expecting a deep, abiding interest to be felt and shown by his classes in geography, might better undertake to batter down Gibraltar with a pop-gun; he will be more likely to succeed in his efforts. But the teacher who, feeling a profound and ever-increasing interest in geographical study as a means of enlarging his own intelligence, and having made the most careful special preparation for every class-exercise, lays aside his book, and, standing in the presence of his pupils, permits them to see that his own interest is fully aroused, will inspire them with his own enthusiasm; the old listless, spiritless recitation hour will give way; and in its stead there will be an hour rich in interest and value to all concerned. In this intermediate stage, the shape, size, and motions of the earth, the facts as to day and night, the changes of the seasons, heat and cold, rain and sunshine, should be familiarly explained by the teacher. A good globe will prove of great value to the skillful teacher in explaining some of these phenomena.

In connection with this work, there should be selections of suitable reading matter made from the reader and other books, to be read in class, and pupils should be encouraged to read books of travel and adventure, stories, and descriptions of plants and animals. This is one of the richest mines that can be worked. Here can be laid the foundation of a love for good reading. Books like "Lost in a Jungle," "Land of the Midnight Sun," "Stanley's Explorations," "Livingstone's Last Journals," "Zigzag Journeys," Dr. Kane's "Arctic Explorations," and a host of others, will be eagerly read by the children when once a proper interest has been awakened in the study of geography.

ADVANCED WORK.

In the final stage of geographical study, the map is the basis of such study, and pupils should be required to draw each map with some care, as the readiest way to learn it. These maps should be drawn with more exactness than those of the earlier stages of the work; but too much time should not be wasted in the attempt to make them minutely accurate.

The object is not to make pretty pictures, but by a series of rapid, bold sketches, to familiarize the pupils with the general outline of continent or country, the upraised forms, the system of drainage, the political divisions, and the location of important cities.

An order of map drawing is here suggested:

- I. Boundaries, including streams and bodies of water found on the boundary lines.
- II. Internal features, including,
 - (a) Streams and bodies of water not on the bounding lines
 - (b) Upraised forms, as hills and mountains, plains, plateaus.
 - (c) Location of cities and important villages.
 - (d) Routes of travel and commerce.
 - (e) Political divisions; as, countries, states, counties, or towns.

If the teacher can draw skillfully, he should sketch each map on the board, according to this or some other well-arranged system, while the pupils reproduce them on paper or on the board. Easily-remembered measurements may be used to advantage in getting the outline. Such maps, drawn by teacher and pupils, are worth more for first study than the best printed maps in existence. As soon, however, as the pupils become familiar with the main features of the topography, the published maps may be used with good results. As in all other branches of school-work, there must be exhaustive study, if teacher and pupils would possess an exact and comprehensive knowledge of the subject matter of geography.

This study should be carried on in accordance with some properly arranged plan, as a systematic arrangement will best serve to fix the matter in the memory. A suitable order of study is here suggested for consideration.

Study exhaustively, by topic, using text-books and all other reliable sources of information.

- I. Position, as related to other bodies of land or water, or as determined by latitude and longitude.
- II. Relief forms.
- III. Inland waters (drainage).
- IV. Soil, minerals, and climate.
- V. Vegetation and animal life.
- VI. Political divisions.
- VII. Races of men, their characteristics, and occupations.
- VIII. Routes of travel and commerce, whether natural or artificial.
- IX. Internal improvements.
- X. Intelligence, religion, and governments; and, finally,
- XI. History and literature.

TO BE CONTINUED.]

For the SCHOOL JOURNAL.

BUSINESS FORMS.

By C. W. G. HYDE, Institute Conductor State Normal School, St. Cloud, Minn.

PART III.—ACCOUNTS.

27. *Book-keeping* is the recording of business transactions.

28. A *Resource* is property possessing value.

29. A *Liability* is a debt.

30. *Net Worth* is the excess of resources over liabilities.

31. In *Single Entry* Book keeping, accounts with persons are the only ones kept. In *Double Entry*, other accounts are kept, such as "Mdse.," "Live Stock," "Expense," "Cash," "Produce," "Bills Receivable," etc.

32. The books usually kept in *Single Entry* are the Day Book, the Cash Book, and the Ledger.

33. In the *Day Book* are recorded all transactions which make any persons our debtors or creditors.

34. Our *debtors* are those who owe us.

35. Our *creditors* are those whom we owe.

36. In the *Ledger* are written the names of all our debtors and creditors, and under each name all sums the person owes us, and all sums we owe the person are collected from the Day Book.

37. *Posting* is the process of transferring amounts from the Day Book to the Ledger. The process of posting is as follows: 1. Write the date in the date

columns of the Ledger. 2. Write some explanation of the transaction in the wide or explanation column of the Ledger. 3. Write the page of the Day Book from which the amount is taken, in the page column of the Ledger. 4. Write the amount in the money column of the Ledger. 5. Write the page of the Ledger to which the amount has been posted, in the page column of the Day Book. Amounts that a person owes us are placed on the left hand or *debit* side of his account in the Ledger, and amounts we owe him on the right hand, or *credit* side.

38. In the *Cash Book* are placed, in the left-hand column or page, all amounts of cash received, and on the right-hand column or page all amounts of cash paid out. If the account is accurately kept, the difference between the footings of the two columns or pages at any time, will be the amount of cash on hand.

39. The object of book-keeping is to enable the proprietor of a business to ascertain at any time his business standing, that is:

1. The amount of his resources.
2. The amount of his liabilities.
3. The amount of his gains or losses.
4. His net capital. (This is sometimes called *Net Worth*, or *Net Investment*, or *Interest in the Business*.)

PART IV.—BUSINESS SETS.

Set No. I. A Student's Cash Book.

40. This Set is written with the view of encouraging students to keep a systematic record of their own business transactions.

The habit of keeping an exact account of all cash received and paid out cannot fail to benefit the student in the following particulars:

- (1.) It will tend to make him avoid unnecessary expenditures.
- (2.) He will acquire a familiarity with the vocabulary of business, and with the method of business record, that will better prepare him for keeping the books of a more extended business than any merely theoretical course, however long it may be.
- (3.) It will impress upon him the value of attention to *little things*, and will have an important influence in so moulding his character as to render him *precise* in his habits of thought, expression, and action.
- (4.) It will suggest to him the importance of economy of time and energy, as well as of money.

In view of these considerations, the student can not be too earnestly recommended to begin at once, for himself, a cash account such as that suggested in this Set.

41. Let the pupil trace all the transactions, from the Memoranda to the Cash Book, so far as they are recorded, and then finish the record—ruling the book, and bring down the balance as in the given form. If the work is done correctly, the Cash Book will show a balance on hand of \$—, on Nov. 18.

MEMORANDA OF TRANSACTIONS.

Sept. 2, 188 . . . (Let the year be that in which the student writes the Set.) I have cash on hand, \$25.—Bought for cash, 1 study lamp, \$1.; 1 wash-dish, 50c.; 1 water pail, 25c.; 1 cake soap, 15c.; 1 box matches, 10c.; 1 looking glass, 50c.; 1 comb, 10c.—Bought of Wm. Swinton for cash, 1 arithmetic, 75c.; 1 U. S. History, \$1.; 1 Algebra, \$1.; 1 lead pencil, 10c.—Sept. 3, Rec'd 25c. for digging potatoes after sch. hours.—Sept. 4, Bought a postal card.—Sept. 5, Paid for rent of room in advance, for 4 weeks, at the rate of 62½c. per week, the time beginning Sept. 2.—Sept. 6, Paid board 4 weeks in advance at \$2.25 per week, the time beginning Sept. 2.—Sept. 8, Gave at church, 10c.—Sept. 16, Gave 5c. to an organ grinder.—Sept. 17, Paid 5c. for 1 doz. buttons.—Sept. 18, Gave 5c. for thread.—Sept. 20, Paid 1c. for 2 needles.—Sept. 21, Rec'd \$1. for digging potatoes.—Sept. 21, Paid for admission to circus, 50c.—Bought a postal card.—Sept. 23, Rec'd \$1. for sawing wood.—Paid on board, \$5.—Bought a can of oyster oysters, 20c.—Oct. 1, Rec'd \$5. for lathing on Mr. Wilson's house since Sept. 5.—Bo't a 2c. stamp.—Oct. 7, Bought a bottle of ink for 5c.—Oct. 13, Gave 5c. at church.—Oct. 14, Paid \$2. on board.—Oct. 28, Paid for candy, 5c.—Rec'd \$4 for

sweeping the school-house 2 months.—Paid amount due this day for board and rent. (See statements dated Sept. 5 and Sept. 6.)—Nov. 1, Bought for cash ½ quire foolscap paper, at 20c. per quire.—Nov. 3, Gave at church, 25c.—Nov. 7, Bought a pocket knife, paying cash, 65c.—Nov. 8, Traded knives with Edward Stanton, receiving 20c. to boot.—Nov. 9, Paid 5c. for a rubber eraser.—Nov. 10, Gave 5c. at church.—Nov. 12, Traded knives with Cecil Allen, he giving me 5c. to boot.—Nov. 13, Rec'd \$3.50 for sawing wood.—Nov. 14, Made an even trade of knives with Bernard Mattson, and sold my new knife for 75c. in cash.—Nov. 15, Attended a concert with Miss Dean; tickets, 25 cents each.—Nov. 17, Gave 15c. at church.—Nov. 18, Rec'd from father a money order for \$10, which I had cashed, and then settled in cash for the board and rent due on this date.

42. When, in writing up this Cash Book, an entry has been made on the next to the last line of the right-hand or credit side, both sides should be added, and the footings placed on the line below the last credit entry—care being taken to place them on the same line on both sides of the book, and the words "Amount forward" written at the left of each amount. The same words and the same amount should then be written on the upper lines of the two following pages.

GOVERNMENT.

PRINCIPAL J. R. MONKS, Elmira High School.

LAWS.

Law is a rule prescribing what men are to do, and prohibiting what they are not to do.

KINDS OF LAWS.

1. A *Constitution* prescribes the duties, and defines the powers of those in whom the government is vested. It is sometimes called the fundamental law—it is a law over the rulers in their official action.

The Constitution of Great Britain is unwritten; that of the United States is written.

2. *The Common Law*: this consists of rules of conduct binding from long usage, and founded in reason and justice. This body of law was brought to this country from England. Except in Louisiana, it is in force in every State, except as set aside by constitutions and written laws.

3. *The Written or Statute laws*: these are passed by Congress, or State Legislatures.

THE OBJECTS.

1. To maintain the existence of the State, by the army and navy, the collection of taxes, the election and appointment of officers, the government is guarded and its machinery kept turning.

2. To secure to men that which belongs to them by nature, or is given to them by the State.

THREE RIGHTS.

1. *Personal Security*: to body, health, virtue, reputation.

2. *Private Property*.

3. *Personal Liberty*: to do as one pleases without interfering with the rights of others.

Violation of law is punished by the forfeiture of some or all of these rights.

The rights, duties, etc., of a man in a state, called *Civil*.

DEPARTMENTS OF CIVIL GOVERNMENT.

1. *Legislative*: that which makes law.

2. *Judicial*: that which interprets and applies law.

3. *Executive*: that which enforces law.

Thus government is divided into three departments. Then, in our country, that which belongs to each department is also divided between the nation and the State. The State then delegates, by charters, a portion of its powers to officers of towns and cities.

BENEFITS OF THESE DIVISIONS.

1. Rulers of greater qualifications for each department may be chosen.

2. The danger of vesting too much power in a few is avoided.

3. The varied interests of different localities are more properly promoted.

TABLE TALK.

We have about four months free school in the year. The people, and most of the teachers, have never heard of the "New Education," except through your papers which I have distributed among them. I do not know of any who take an educational paper. We tried to hold an institute, but the teachers would not attend. What can I do to arouse an interest in education? The children are taught the alphabet from Webster's spelling books by all the teachers here. I tried a class by printing the letters on the blackboard, but did not notice very much improvement. What was the matter? I have a class that has been two months learning their letters, and don't know them all yet. The parents are ignorant and never help me any. Is it all my fault? I can't trust my students, but have to keep my eye on them, which bothers me very much while explaining on the blackboard. You see what a fix I am in. Can you help me any? What must I do? X.

The pursuit of knowledge under difficulties has always been a vexed problem. Light comes slowly early in the morning. In dark places it takes some time to diffuse correct ideas. This teacher is placed in the same position that thousands of others have been in. She must convert the people, somewhat as missionaries to the heathen do. School exercises, short, interesting lessons, occasional public declamations and dialogues are incidental means. But the greatest lever is the personal interest and improvement of the pupils. Show the parents that their children are improving. They will bear a great deal when the pupils are on the side of the teacher.

Supt. C. W. Grover, of Elko, Nevada, says: An article in the SCHOOL JOURNAL of Feb. 21, credited to the *London Teacher*, on the subject of the adverb, prints the sentence, "We walked," and then gives as adverbs modifying the verb "walked," quickly, slowly, yesterday, etc. With all due deference to the great *London* educational journal, I object to the use of "yesterday" as an adverb. It is a noun in the objective case, the preposition being understood, and forms an adverbial phrase. Take for instance, "We walked yesterday," then write, "We walked Sunday." Will any one claim that "Sunday" is an adverb in the above sentence? But yesterday was Sunday, and the expressions are identical. "Quickly," "slowly," etc., in the given examples are adverbs, but not so with "yesterday."

In reading some opinions of county superintendents, as expressed at the New York State Teachers' Association, I came across the following by Supt. Sanford: "Teachers are all the time hunting for penalties." I think the professor struck straight from the shoulder that time. The sooner we begin to remedy the evils by nipping them in the bud, the less use we will have for penalties. If pupils do not succeed, let us assist them all we can by kind words and a true, genuine, hearty co-operation on our part in any laudable effort. Let us reach out our hand to them, and send our heart along on the same errand, and I guarantee their meeting us quite cordially. People are not blind to their own interests when they see we are working for them. Pupils prefer doing wrong only when they are goaded into it by inconsideration of those who have charge of them. By showing pupils the beauty of right acting, a teacher can enlist the pupils on his side and for the right. All persons do not see the same thing the same way, and no teacher can teach all pupils by the same method. Each pupil has his own way of arriving at the desired end. I say, if it be the easier for him and logical, let him have his way of learning. I find my pupils give me very little or no trouble when they have plenty of work, and especially when talking with the pencil.

KENEPEL, ILL.

The following contribution on school decoration, from Miss Susie Kilpatrick, Ia., was received too late for the symposium, but it contains a hint or two, which others may be able to follow:

"My little folks brought cards and pretty steel engravings which were tacked up. I made mottoes by cutting letters from stiff paper and covering them, some with evergreens, others with pressed ferns and autumn leaves. A musty old book-case was cleaned, the few books neatly arranged on the upper shelves, and the lower ones reserved for a collection of our county resources, nicely bottled and labeled. The results more than paid for the time and trouble."

A CLEAR conscience can bear a heavier load than an elephant.

LETTERS.

In some of our city schools beginners are required to write words, even the first day they attend school, such as "cat" or "hat." Is not this preposterous? Should not pupils begin with something simpler, such as drawing lines. If pupils write whole words at first, they must acquire the habit of forming letters incorrectly. Hence must arise the necessity to unlearn incorrect forms. Does not this practice account for the wretched penmanship that prevails in so many of our schools? Since writing is a mechanical exercise, should not beginners practice first upon the simplest elements? R.

[This is one of the new methods and is founded on correct principles, viz.: (1) We learn to do by doing. (2) All true growth comes from healthful exercise, and (3) voluntary activity constitutes healthful exercises. Their application in this case is: The word *cat* means something to a child; the letter *c* does not; hence he takes more interest in the former and finds more pleasure in attempting to reproduce it. Each time he tries to write the word he gains more control of the muscles of the hand, and a better conception of the form of the word upon which his attention is fixed. This, however, applies just as much in making a letter, as in making a word and it is well to have also separate writing exercises for practice upon single letters. As to the cause of bad penmanship, it has been found in every case where fairly tried, that children who begin writing in this way, at the end of one year can surpass the pupils in advanced classes, and many adults, who began with "pot hooks" and proceeded by carefully graduated copies to "Evil communications corrupt good morals."—B.]

(1) Why does freezing and thawing cause the roads to become muddy? (2) How long does it take a steamer to sail from New York to Liverpool, Eng., and what is the least number of days in which that voyage has been made? (3) Who are the present rulers of Asia? Of Africa? (4) Should the Bible be read in a school where the pupils are of various denominations, and can a school-board in Pennsylvania compel a teacher to read it? (5) Where can I obtain school mottoes? (6) Of what part of the world are the Zulus natives? F. F. D.

(1) In freezing the water expands and cracks open the road bed. In thawing the water penetrates further and again by freezing extends its disintegrating force. (2) All the way from eight to fourteen days. The *Aurania* made the passage in seven, this month (March, 1885). The quickest passage was made by the *Oregon*, in six days and some hours. (3) China, Tsait Ien; Japan, Musut Hito; Siam, Chulalon Korn I.; Anam, French protector, Mr. Lemaire; India, Gov.-Gen. Dufferin; Afghanistan, Ameer Abdurrahman; Persia, Pacha Nassir-ed-Din; Turkey, Sultan Abdul Hamid II.; Egypt, Mohammed Tewfik; Abyssinia, King John; Zanzibar, Bargash ba Said; Madagascar, Queen Ranavalao III.; Natal, Gov. Bulwer; Transvaal, President Kruger; Cape Colony, Gov. Robinson; Liberia, Pres. Gardner; Sierra Leone and Gambia, Gov. Havelock; Morocco, Sultan Muley Hassan; Algeria, M. Louis Tirman; Tunis, Sidi Ali, the Bey. The rest as soon as ascertainable. (4) Why not? Yes. (5) Of E. L. Kellogg & Co. (6) Southern part of Africa, ameer of Transvaal; north-east of Natal.—S.]

(1) You state that the abolition of slavery in the District of Columbia was one of the several passengers in Clay's noted "Omnibus Bill." Is that a historical fact? (2) I find also in the same issue that the "adopted land of my nativity"—Missouri—is called the "Bullion State." (I prefer "iron," "bullion," "pike"—either to "cake," the common appellation.) Whoever dubbed it "bullion," I should sooner think, got his cue to that name from our great senator—T. H. Benton—"Old Bullion," rather than from the richness of our silver ore. A great many years ago I heard the story that Pike County sent out the first colony from this State to California during the early gold-hunting excitement, and that they formed a kind of homogenous mass amid the otherwise mixed mining population—as it were, a flock of *rara avis*—and hailing from old "Pike," that name assumed a paramount importance to that of the State. Hence, the Pike State. But I vote to call it the *Iron State*. (3) When was slavery abolished in New Jersey? H. C. S.

(1) Yes. (2) New Jersey passed a gradual emancipation act in 1804. There were then 11,423 slaves. In 1850 only 236 were living. In 1863 slavery was abolished in all States then in rebellion, and by Article XIII. of Constitution, in 1865.—S.]

(1) What is the United States Funded Loan? (2) What is the Sinking Fund of the United States? (3) Why are the highest mountains in Asia? I. B.

(1) The money borrowed by the United States on bonds, which are called in when they are due, and paid off. (2) Simply the reserve in the treasury; when it reaches a certain limit it is used to purchase bonds to any amount Congress may determine. (3) This is a matter for speculation. Geologists have assigned no ultimate physical cause. Evidently the internal upheaval was greatest here. Why? Perhaps because the superincumbent strata were weakest or softest. Read Hugh Miller, Sir Roderick Murchison, Carruthers, Werner, or de Beaumont. The latter has classified all the mountains and attempted to establish a universal and geometrical system of mountain structure, but even he attempts only the *how*, not the *why*.—S.]

Please give account of the "Star Route" trouble, and reason for its name, and ringleaders. M. W. [Turn to SCHOOL JOURNAL Aug. 23, 1884, p. 89. These routes are marked with a star on the Postmaster-Gen'l's

map. They are let out by contract to the lowest bidder. It was claimed that Dorey, in 1878, while senator, and afterwards, used his influence to get contracts for certain people and held some himself; that there had been fraudulent underbidding with the connivance of the Second Asst. Postmaster-General Brady, who afterwards raised the amounts; that they also laid out routes where there were no inhabitants, or not enough to justify the service, so that by sub-letting their contracts they put money into their own pockets. The trial lasted from March 3d to July 15th, 1884. They were acquitted. Brady was removed from office.—S.]

(1) Do ocean steamships take water along from the shore for their boilers, or do they use the ocean water? If taken from the shore, how much does a ship of 3,000 tons burden require for a voyage across the Atlantic? (2) Why does a small space of Minnesota extend so far north into Lake of the woods? A. K. M.

(1) They use ocean water, condensed; a 3,000-ton ship would use about 3,000 gallons daily. The room for cargo is too valuable to carry water. Without condensers, they use ocean water and blow off the boilers at every watch. (2) We can't tell except to give the United States possession of one half of the lake—an important consideration.—S.]

(1) What action has alcohol on the bones? (2) If coal is a vegetable product, why is there no alkali in the ashes? A. H. B.

(1) None that is traceable. (2) There is a trace of soda and potash in hard coal, but only a trace, because the vegetable was not an alkali absorbent, whatever else it may have been. Not all trees now yield alkali in like quantities. One tree of the right kind will yield more potash than a forest of others. Coal-ashes contain mostly lime, alumina, or clay, silica, or sand, with traces of soda, potash, iron, etc.—S.]

(1) Were the Sandwich Islands known before America was discovered? (2) If not, when were they discovered? (3) Were they inhabited when discovered. A. L. B.

(1) No. (2) In 1778, by Capt. Cook, murdered there the next year by the natives. (3) Yes, Cook estimated the native population at four hundred thousand. The present population is about sixty thousand. This singularly rapid decrease is partly owing to emigration on whale ships, and to epidemic diseases, like small-pox, that seem specially fatal to the islanders.—S.]

Why is the always put before Soudan? Why is it not simply "Soudan?" E. A. A.

[The name is derived from the Arabic *aswad*, plural *suda*, black, and the Arabs call it *Beled-es-Soudan*, "land of blacks." *Soudan* is really but part of the name, the qualifying part, and *the* is placed before it to show that it means the Soudan country or land. Many writers, however, refer to it merely as Soudan. Chambers's "Encyclopædia," e.g., says: "Soudan has for many ages been the peculiar home of the negro race."—S.]

Who was "Claribel?" W. D. C.

[An English woman who wrote some very popular ballads, among which are: "Five o'clock in the morning;" "I cannot sing the old songs;" "Maggie's secret," and "Take back the heart." She never revealed her identity.—B.]

(1) When was the Hoosick tunnel begun, and when completed? (2) Which is the longer, the Pacific Railroad, or the Atlantic cable? M. H.

(1) Begun in 1868, opened in 1873. (2) The Atlantic cable.—S.]

What is a good work on color lessons in primary grades? S. V.

[*Lessons on Color in Primary Schools*, by Lucretia Crocker. S. R. Winchell & Co., Chicago.—B.]

QUESTIONS.

NOTE.—We have decided to publish each week such questions as may be sent us which we cannot find time to attend to. Answers and solutions are solicited; only one answer to each question will be published.

1. The parallel sides of a trapezoid are 8 and 23.8 rds.; the oblique sides 12 and 13 rd., and the altitude 10 rd. What is the length of the diagonals? ANS. 18.44 and 19.12 P.—L. W.

2. How many perches of masonry in a circular stack 120 ft. high and 15 ft. diameter at the bottom, and 6 ft. at the top, and having a circular opening at the top 2 ft. in diameter and 6 ft. at the bottom? ANS. 379.53+ perches.—L. W.

3. How many feet of lumber in a log 4 ft. in diameter, 16 ft. long? G. L. C.

4. In the sentence, "Books are more valuable than gold," i.e., in full, "Books are more valuable than gold is valuable," C. P. Mason calls "than" a relative adverb, modifying the last "valuable," and corresponding with "more," to which it relates. Webster's Dictionary calls it a conjunction. Which is right? Give reasons for your opinion. F. J. C.

5. Give some simple proofs for the fundamental rules, for use in the common schools in the country. B. F. B.

6. Please parse "feet" in the sentence, "The ditch is ten feet deep;" also "place" in "It is to this place that the gulls resort." E. A. R.

7. In the sentence, "They offered Cæsar the crown three times," should Cæsar be in the objective case without a governing word? If so, why? C. K. P.

8. What is the "person" of the verb in such sentences as, "You and I should study our lessons?" Please parse the verb? C. K. P.

PERSONAL.

HON. B. G. NORTHRUP, is in the field. On the 28th and 29th of March he was in Columbus, Ohio; on the 31st and April 1, in Cincinnati.

PRESIDENT WHITE says that Cornell has resumed a Christian attitude. The Board of Trustees is in a large majority evangelically Christian.

SUPT. A. O. RHEA holds his spring examinations as follows: Onalaska, April 6 and 7; West Salem, April 8 and 9; Bangor, 10 and 11; Mendoro, 13 and 14.

MR. JOSEPH COOK made the surprising assertion in his lecture a fortnight ago in Boston, that there is more arable land northwest of St. Paul than there is east or south of it.

DR. T. B. STOWELL, of the Cortland Normal School, gave special instruction in physiology and hygiene at the Broome County Teachers' Institute, commencing March 30th.

PRINCIPAL TERRENCE JACOBSON, of Public School No. 15, Brooklyn, has been made principal of the new training school for teachers, which is being erected in Berkley-place.

SUPT. HARD, of Gallipolis, O., received from the State Board of Agriculture a silver medal awarded to the Gallipolis Public Schools, for best exhibit of general work at the State Fair.

MR. H. C. CAMP, for many years connected with A. S. Barnes & Co., has become the city agent of Sheldon & Co., Mr. Camp is a man of thorough education and experience in educational matters.

THE death of T. S. Arthur, the author, and editor of *Arthur's Home Magazine*, takes from the field of active life not only an able Christian writer, but also a firm friend of educators and education.

PROF. F. E. KNOPF has been employed as Supt. of schools at Columbus Grove, Ohio, for the coming year. This is his third year of employment. He expects to conduct a normal term beginning May 11th.

PROF. F. S. DE FORD, Supt. of the Ottawa schools, Ohio, always makes "Promotion Day" the red letter day of the year. The exercises for this year occurred last week, and were very interesting, attracting a large number of visitors.

PROF. S. A. SAXMAN has recently changed from Covode Academy to the Corsica Classical and Normal Institute, Jefferson Co., Pa. Prof. S. made an excellent record at Covode. He is the first member of the New York State Reading Circle.

STATE SUPT. MORGAN, of West Virginia, announces his intention to appoint two Arbor Days this year, one in April and one in November. These days have already been productive of much good in creating a lively interest in tree planting and culture, and much is yet to be done.

PROF. ALEXANDER AGASSIZ is in the Hawaiian Islands, studying the formation of the islands and outlying reefs, with a view of ascertaining approximately their age, and obtaining data concerning the introduction to the archipelago of vegetable, animal and human life.

PROF. L. S. THOMPSON, of Purdue University, is engaged to take charge of the School of Art in the Montezuma Summer School, to begin June 30, and close August 28. Montezuma is in Grundy county, Tennessee, on the top of Cumberland Mountain. Arrangements are being made for an extensive course of study in this summer school.

MR. T. J. CURRY, of Manchester, O., will resume his normal work at Georgetown about the first of June. The public schools of Manchester under his supervision, are doing excellent work this year. The teachers are actively interested in their work, looking for a greater reward than dollars and cents.

MR. L. L. CAMP is doing excellent work as Principal of the Dwight School, New Haven, Conn. On April 7 there will be a special opportunity for all who wish to examine the Industrial Department. Visitors are welcome at any time, but on special days an opportunity is given to see what has been already accomplished.

MR. JAMES A. FOSHAY, School Commissioner of Putnam County, was married on March 18 to Miss Phoebe P. Miller, daughter of John G. Miller, Esq. The ceremony, a quiet one, took place at the residence of the bride's father, Rev. James M. Yeager officiating. The happy pair left on an afternoon train for Albany.

MR. GEORGE W. EDWARDS, who has been connected with the agency force of A. S. Barnes & Co., for many years, will hereafter have charge of their Metropolitan district. He is a man whom teachers and members of the Board will enjoy meeting. He is a graduate of Brown University, and came to New York to be with his present employers.

MISS CLEVELAND, the President's sister, has been a teacher. She has lectured on "Joan of Arc" before Institutes, and is accustomed to debate. She must inevitably become patroness of something—public school education, literature, social ethics or something that is new at the White House. Her home is in Wilmington, Ohio.

SUPT. JONATHAN FAIRBANKS, of Springfield Mo., has been heartily endorsed by both parties for a re-election to the position he has held for several years. The local democratic press says: "As superintendent of the public schools of Springfield, Prof. F. has won the praise of all. Educators from all sections who have witnessed the workings of our schools, the scholarly attainments of the teachers, and the proficiency of the pupils, all join in commending Prof. Fairbanks. His re-election should be unanimous."

EDUCATIONAL NOTES.

CONNECTICUT.—The south school district of Hartford is to erect a new school building containing twenty-four rooms.

For the last two years the New Haven grammar schools have been allowed to omit the annual examinations previous to promotion, and the plan has worked so well, that there seems to be no disposition to return to the old custom. The method of admission to the High School, is for each of the ten grammar schools to send the first half, according to scholarship, of its graduating class to the High School, on recommendation of the Principal, in place of examination, while the second half passes a regular entrance examination.

The principalship of the Norwich Free Academy has been declined by Prof. E. L. Richards, of Yale College. It is rumored that the Hon. Chas. D. Hine, Secretary of the State Board of Education, would be called to the position if there was a possibility of his accepting. He would not, however, abandon his present wide field of educational work.

Two Sisters of Mercy are visiting the Hamilton School in New Haven, having come from Michigan to investigate the methods of the Hamilton, which is a Catholic school adopted some years ago into the school system, and under the direct control of the Board of Education and Superintendent of Schools. The school at the Catholic Orphan Asylum is also under the same control.

On the 7th, the Dwight School, of New Haven, gave its annual exhibition of industrial work by the scholars, including wood work, drawing, painting, needle work, and cooking. Large numbers of the patrons and friends of the school were present.

The graduation exercises of the New Haven High School will be held in Carll's Opera House, Thursday evening, April 10th.

The new condensed Webster's Dictionary has been adopted in the New Haven schools.

INDIANA.—The Posey County Normal, Mr. E. S. Monroe in charge, opens at Poseyville, April 13th, and continues nine weeks, closing Friday, June 12th.

IOWA.—Iowa teachers and school officers had a lively meeting at Moquoketa, Jackson Co., Feb. 27. Co. Supt. Welch's Classification Register is becoming a power in many counties. The organization was made permanent, to meet at least once a year.

WINNEBIEG Co. holds Institute at Decorah, March 30—two weeks' session. About 200 teachers gathered at the yearly Institute in this county.

Supt. Chandler, Mitchell Co., assisted by Prof. Barrett, runs a Spring Institute for one week.

About 100 teachers gather at New Hampton for a two weeks' Institute. Supt. Lapham conducts it. Profs. Rich, McFarland and Colgrove, Mrs. Rich, and Miss Lizzie Carroll are the instructors.

Supt. McLeod has issued an earnest circular to school officers, calling their attention to some duties often neglected. Among other things, he urges that the twelve trees required by law be planted on all school-grounds where needed.

It is a fact that 97 per cent. of the students sent out from the Iowa Normal School enter upon the work of the school room.

MASS.—The Green School, of Lowell, recently held a very fine exhibition and fair for the benefit of their library. \$100 is estimated as the result of their efforts.

MICHIGAN.—A bill is now before the Legislature of Michigan, whose purpose is to make the teacher's diploma issued by the University of Michigan, the legal equivalent of the normal school diploma.

MINNESOTA.—The Minnesota House of Representatives has passed a high license bill, which fixes the price of license at \$500, and gives villages the option not to license saloons at all.

CO.-SUPT. RICHARDS, assisted by Miss Sprague, has just closed a successful institute at Marshall, Minn. Supt. Richards is one of the oldest school officers in the State of Minnesota.

The bill to allow women to vote for county superintendents of schools, was lost in the State Senate of Minnesota by a vote of forty-seven yeas to thirty-six yeas. Thus an act of justice to women is delayed at least two years longer.

A State Teachers' Institute will be held in Preston, April 13-17. Instructors: Prof. J. T. McCleary, of the Mankato Normal School, and Miss S. E. Sprague.

At the institute at Rochester, March 23-27, 320 teachers were present at the opening session. Six rooms were set apart for the work, in the Central School Building, and the institute divided into six sections, with more than fifty in each section. Each one of the six instructors occupied the same room and treated the same subject all the week, instructing the six sections in succession.

Mr. Hyde, of the St. Cloud Normal School, took the subject of Penmanship; Miss Sarah E. Sprague, Language; Mr. Niles, Geography; Mrs. Boutelle, Reading; and Mr. Parr, U. S. History. Forty-five minutes were spent in general exercises at the beginning of each morning and afternoon session. At these times exercises were given by Prof. Hyde in Music and in Book-keeping; by Miss Dodge, of the Winona Normal School, in Drawing; by State Supt. Kiehle on the use of the Dictionary; and by others on various subjects.

Supt. Kiehle lectured to a large audience of teachers and citizens on "The High Test of Educational Progress." In the course of his lecture he incidentally spoke of the skating rink craze as affecting the realization of a student's high ideal. The feeling seems to be gaining ground in Minnesota that high attainments in Arithmetic, Latin, and History are incompatible with prize skating, as at present conducted at the rink.

N. Y. STATE.—Considerable interest has been aroused at College Point, N. Y., and an indignation meeting held, because some members of the Board of Trustees have expressed themselves as opposed to the reciting of the Ten Commandments or the chanting of the Lord's Prayer in the public schools in that town, but that they did not object to the teacher reciting the Lord's Prayer, without comment, or the children taking part in it. The following resolution was passed by the Board after the communication was read from the secretary of the indignation meeting held some two or three weeks since:

"Resolved, That the teacher may recite the Lord's Prayer at the opening of the school, without comment, and that all other religious exercises be dispensed with."

The teachers of East New York meet to-day, at 1:30 P. M. They will be addressed by Dr. Allen, of this paper, on "Educational Humpbacks."

The Southside Teachers' Association of Long Island held a very interesting and practical session at Bay Shore, on March 28, '85, with the retiring president, Prin. W. E. Gordon, of Patchogue, in the chair.

The election of officers for the ensuing year resulted as follows: Prin. Chas. C. Roberts, Babylon, President; A. J. Wells, Bayport, Vice-President; Miss Laura G. Marsh, Babylon, Secretary and Treasurer; Prin. J. B. Adriance, Brookhaven, Editor. The following resolution was introduced by Prin. C. C. Roberts, of Babylon, and unanimously adopted by the Association, and copies ordered to be furnished to the local press and to the SCHOOL JOURNAL:

"Resolved, That the Southside Teachers' Association of

Long Island looks with great favor on the movement recently organized by prominent educators of the State, towards the establishing of Reading Circles for the benefit of the teachers of the State, looking especially towards the increasing of the mental stature of the teachers, and their growth in professional knowledge and skill; and that this Association pledges itself to do all in its power to help on this great movement, so auspiciously begun."

The Suffolk Co. Teachers' Institute will be held in Patchogue, L. I., during the week commencing April 27, 1885.

The Suffolk Co. Teachers' Association will hold its meeting during the evenings of the same week.

A business meeting of the Dutchess Co. Teachers' Association was held in the High School building, Poughkeepsie, Saturday, March 28, 1885. The Chairman announced the death of its President, Prof. U. H. Brown, of Red Hook, N. Y., and resolutions of regret and sympathy were adopted by the Association. On motion, the Association proceeded to the election of President.

J. H. Brown, of Annandale, was elected. The position of Secretary being made vacant, J. H. Lee, of Pine Plains, was elected to the vacancy. The next meeting will be held in Poughkeepsie, Saturday, April 25. The County Institute will be held May 25.

NEW JERSEY.—The Teachers' Association met at West Hoboken on Friday, April 10. An address was delivered by Dr. Allen, of the SCHOOL JOURNAL, on "Educational Humpbacks."

OHIO.—Clement Co. has an Association which meets bi-monthly, and an incorporated Institute every year.

PENNSYLVANIA.—The Weatherly High School will not graduate a class this year, but the senior class will remain in school one year longer.

The Board of Education, of Philadelphia, after an investigation, have discovered that a very large number of the children of that city are not attending school at all, and that a very many of the schools are overcrowded. The city already employs over two thousand teachers, and at the beginning of the next school year the number will be considerably increased. Superintendent MacAllister is wide awake, and with needed co-operation will, in a short time, make the schools of the Quaker City second to none in the State.

The passage of the temperance educational bill by the House of Representatives last week, was in compliance with the universal demand of the superintendents and teachers of the State. The bill passed the Senate several weeks ago, but when it reached the House there was so much of a delay that its friends speedily assembled at Harrisburg. Mrs. Mary Hunt and other able temperance lecturers addressed the legislators, and after a little skirmishing the bill almost unanimously passed. It takes effect the first of June.

The teachers of Clarion County have an educational association.

The pupils of the Huntingdon schools are raising funds with which to purchase a public school library.

A joint institute of the teachers of Corry and Union city was held at the former town, March 7th.

MESSRS. C. H. HALL and W. J. Stebbins, of N. Y., who have been teaching in Luzerne County during the past school term, have returned to their homes.

MESSRS. H. A. KINPORTS and Frank Scott will teach the summer term of school at Conyngham.

PROF. H. D. WALKER, for five years past principal of the Huntington Mills Academy, has left there and gone to Shickshinny, where he will teach a normal school.

PROF. S. T. LEWIS, a graduate of Washington and Jefferson College, has taken charge of Covode Academy.

A number of the Pennsylvania teachers have joined the New York State Reading Circle. Surely the Keystone State ought not to allow New York, Indiana, Iowa, and other Western states to lead her in this progressive movement. We have twenty thousand and more teachers in this State, the larger number of which are uninformed and inexperienced. Would not the organization of a State Teachers' Reading Circle supply a long felt want? Superintendents from every county of the State are complaining of the ignorance of professional literature on the part of those yearly examined to teach in the public schools. The coming State convention will be an excellent time to take some steps in this direction, and a little agitation on the part of interested teachers, superintendents and school journals, will be productive of much good in arousing an enthusiasm.

COM. PLATT R. SAWYER, Westchester Co., Penna., recently died. He was a faithful officer and an estimable man. Pennsylvania loses much by his death.

TEXAS.—The teachers of Wise Co. have organized a Teachers' Association. It meets the first Saturday of each month, and discusses topics relative to the work of the profession. At the second meeting papers were prepared on "The Value of Institute Work," and "The Best Method of Interesting Parent and Pupil," both of which were afterward discussed. The program for next meeting is: "Reading—Method, Matter and Object;" "Decoration of School-room;" "School Government;" and "County Superintendent vs. County Judge and the Examining Board."

At present the schools of each county in the State are supervised by the county judge, and teachers are examined by a board of three. The teachers are dissatisfied with this; hence the proposed discussion of the subject.

CAMPBELL Normal University, at Holton, reports a prosperous year. Numerous classes, elective studies, and the constant training class, are popular features.

THE most curious book in the world is one that is neither written nor printed. Every letter of the text is cut into the leaf, and, as the alternate leaves are of blue paper, it is as easily read as the best print. The labor required and the patience necessary to cut each letter may be imagined. The work is so perfect that it seems almost as though done by machinery, but every character was made by hand. The book is entitled "The Passion of Christ." It is a very old volume, and was a curiosity as long ago as the year 1640. At this time it belongs to the family of the Prince de Ligne, and is kept at a museum in France.

EDUCATIONAL MISCELLANY.

GLEANINGS FROM THE NEBRASKA STATE
TEACHERS' ASSOCIATION.

Mr. H. H. Wilson, of Lincoln: While the per cent. of college bred men has rapidly increased in the last fifty years, there has never been a greater demand for efficient workers in every business of life than there is to-day. The question now is not "What do you know?" but "What can you do?" An education that renders one susceptible of keen enjoyment without developing the practical power of satisfying the want thus created, is much like prescribing an appetizer as a remedy for famine.

Prof. A. A. Randall, of Fairfield: To be a good citizen, the child is not to be educated as a bread-winner merely, but he must be trained in all the science of government. He should be taught that the government has the power to tax its property, coerce its inhabitants into submission, control its territory, and to make laws for the regulation of its subjects; but above all, he should be taught that the voluntary submission of a subject to governmental authority is the keystone of the arch of a full, pure, rounded, systematic citizenship. Herbert Spencer, in answer to the question whether he thought education and the diffusion of political knowledge would fit men for our free institutions, said, "No, it is essentially a question of character, and only in a secondary degree a question of knowledge." What we want, then, and what we must have, if we would have national purity, is the man, not the scholar, the patriot, not the warrior, the hero in life, not the moral coward, lovers of peace, not abettors of war, the intelligent, the noble, the true, the good, not the ignorant, the depraved, the dishonest, the base.

Supt. Henry Sabin, of Clinton, Iowa: There are three questions, constituting a three-fold riddle, which the American sphinx propounds to the American people: Can a nation allow with safety a people to obtain firm lodgement in its Western territory who have no regard for law, whose practices are repugnant to the spirit of the age? Again, can a nation, because it was able to strike the fetters from 4,000,000 and afterwards make them citizens, allow with safety the same people with their descendants, to dwell in the borders of the valley of the shadow of death too weak and ignorant to obtain their rights by force, and yet too restless and aspiring to bear a long infliction of their wrongs? And lastly, can a nation renowned for the freedom of its institutions, because it is not willing to abridge in the least the personal liberty of its citizens, allow with safety the saloon to overshadow the school, the gambling hell, and the low resort to compete with the church; dishonesty in politics to be fully justified by political success, the possession of wealth to be held up as the end of living, while ignorance, pauperism, and crime recruit and reinforce their ranks from the helpless children of the State. The riddle of the sphinx is to be solved by the school teacher. The true history of the nation is the history of the ideas. History written with the pen is more enduring than that written with the sword. Every educator should be a statesman, every teacher a politician in its highest and best sense of the word. The teacher's life is narrow only to a narrow man. The duty of the hour is to establish national schools in all parts of the territories which are subject to Mormon rule.

Miss Anna Tibbets, of Lincoln: The pupil should be taught to use his eyes to observe passing events and things occurring in his daily life, and train his ears to hear and understand, and his tongue to speak the language correctly.

Prof. A. E. Clarendon, of Fremont: Educational effort suffers from the exactions and inflictions of per cents. The system measures personal deportments and the operation of the mind by arithmetic, and grades a pupil's acquisitions by hundredths. Can the value of the peach and the pear, the apple and the quince, as fruits, be marked on a decimal scale? Can we measure by arithmetic the moral questions of the hour? The examination is made the grand arbiter of the pupil's school career. Upon it depends his advancement or his disgrace. As a consequence he approaches it with anxiety and misgiving, often in a pitiable condition of excitement and nervous tension. Among the educative processes of the schools the recitation stands chief. To allow any untoward device to restrict its activities is not wise, for a failure here is a failure all along the line. In a recitation there should be no hindrance to criticism at the opportune moment; nothing to prevent the multiplication of questions or suggestions as circumstances or occasion may require. There should be freedom and animation. These requisite conditions of a recitation are thwarted by the action of per cents.

Mr. Valentine, of Nebraska City: There are three parties concerned in the education—the child, his parents, and the teacher, and if the parents do not agree there are four quantities to be considered in this calculation. You can teach a child how to become a carpenter, but you can not make him earn a living at the trade unless he is made to work at it. He must learn the dignity of labor by actual experience and encouragement. Cards, dancing, roller skating, these three popular forms of amusement are now absorbing the best hours of the evenings. Innocent all three of them, as flavors, possibly, but deadly as daily food, and yet to how many of our youths and maidens, your former pupils and mine, do they form all of life.

Miss Ellen M. Austin, principal of the schools at Wisner: Surely there is cause for alarm when we see the base and selfish taking positions in the government, while honest men of principle are ignored or decline to enter the political field for fear of contamination. The reform just now most needed, is in the manner of

making appointments, tenure of office, freedom of elections from political assessments and the multitude of evils arising from them. The people are waking to the condition of the civil service. Party spirit may blind for a time until the fruits become so glaring they are terrified, then they will demand reform, and when the voters demand it we shall have it. There has been a long step in advance in the last few years. In Congress, where a few years ago not a voice was heard for civil service reform, a law has been made which has for its object the reforming of the civil service. Let us hope that it has come to stay.

NOTES.

Col. Parker delivered his address on "Learning to Do by Doing," which was received with enthusiasm. Mrs. Parker gave a "Talk on Elocution," and several recitations during the session, which were highly appreciated, as the frequent encores proved.

Miss Mary B. Harris, of Omaha, read a finely written paper on the "Laws of Nature Naturally Taught," an eloquent plea for the natural sciences.

Dr. Thompson, president of York college, read a paper on the proper pronunciation of the Latin, arguing in favor of the Roman method and citing examples showing that by the English method only one pronunciation can be had for a great many words, while by the Roman method two distinct pronunciations are obtained.

Prof. L. E. Hicks, of the University, gave an account of the work of Oxford students and professors, with a description of the college surroundings.

The kindergarten work from St. Clair Hall was on exhibition during the meetings of the association, and was the wonder and surprise of all the teachers, and many of them went personally to visit the school, to see for themselves what the little folks can do. This is the only kindergarten school in the State, and Miss Link naturally feels considerable pride in the success it has achieved.

A committee was appointed to report to the next State association concerning the best methods of study, and investigation of the effects of alcohol upon the human system. The committee consisted of Superintendent H. M. James, of Omaha; County Superintendent W. Rich, of Brownville, and Prof. H. H. Nicholson, of the University.

Lincoln was selected as the place of the next meeting. The following officers were elected for the ensuing year:

President, W. W. W. Jones.
Recording Secretary, Hattie Snodgrass.
Corresponding Secretary, Miss Anna Gray.
Treasurer, H. N. Blake.
Executive Committee: A. W. Vanderman, County Sup. of Saunders Co., Chairman; Miss Hoon, North Platt; J. B. Sexton, Geneva; Geo. L. Farnham, Peru; Geo. E. Howard, Lincoln; J. H. Sprecher, Norfolk; N. E. Leach, West Point.
The association tendered its thanks to Chancellor Manatt, to State Supt. W. W. W. Jones, Secretary Healy, Treasurer Blake and the executive committee, for their efforts in behalf of the success of the meeting, also to Prof. Webber and wife, and Col. and Mrs. Parker, for their assistance.

LIVE QUESTIONS.

1. What is manufactured from old horse-shoe nails?
2. What causes kerosine lamps to explode?
3. Who owns the most famous diamond in the world?
4. How does a mosquito bite?
5. Why is the "laughing plant" so called?
6. What and where is "the cheese-wring"?
7. What is "mineral wool" and its uses?

LIVE ANSWERS.

1. The sands of a few beaches, when disturbed by the foot or hand, produce a sensation of musical sound. One can scarcely tell whether the music is heard or felt, but every displacement of the sand or gravel sends through him a thrill which he can only liken to soft, sweet music.
2. Washington was called the "American Fabius" because, like the old Roman of that name, he knew how to delay wisely.
3. When Hannibal was overrunning Italy, Scipio drew him away by going to Africa and attacking Carthage. This compelled the Carthaginians to recall Hannibal to their defence. A similar policy is now called "Carrying the War into Africa."
4. There is a tree in Madagascar and in other arid countries which yields a copious supply of fresh water from its leaves. From the relief it thus affords the traveler it has been called the "Traveler's Tree."
5. On the Saw Tooth Mountain, in California, is a lake of solid ice. It lies in a basin among the sharp crags of the rocks, and the sun's rays seem to have no effect upon it.
6. The "Gordian Knot" was tied by Gordius, King of Phrygia, and so intricate that there was no

telling where it began or ended. An oracle declared that he who should unfasten this knot should become master of Asia. Alexander the Great undertook the task, and, being unable to untie it, cut it asunder with his sword. The prediction was strangely fulfilled in his conquests.

7. The carpets used in mints grow valuable with age because of the particles of ore which lodge in their meshes, and which are obtained by burning the worn out carpet.

EDUCATIONAL CALENDAR FOR APRIL.

BY N. O. WILHELM.

April 21, 1782.—Froebel, born; celebrated teacher and author; founded the kindergarten; in childhood was much neglected; became a student of Pestalozzi, in whose practice Froebel discovered the principles upon which the kindergarten is founded.

April 22, 1705.—Madame De Staël, born; noted French writer; also in 1707, Henry Fielding, celebrated English novelist; also in 1724, Kant, profound metaphysician; founder of Critical School of Physics.

April 23, 1818.—Froude, born; a noted English historian; also Wm. Shakespeare, born 1564.

April 24, 1781.—De Foe, died; author of Robinson Crusoe; wrote more than two hundred books and pamphlets, and died a poor man.

April 25, 1509.—Cromwell, born; English statesman, reformer, and military leader; once as he was speaking in Parliament a lord asked, "Who is that sloven?" The reply was "If there should be a breach with the king that 'sloven' would be the greatest man in England." Led the Parliamentary forces against the king, whom he defeated and caused to be condemned to death; was made Lord Protector of the Commonwealth; his short reign was one of the most prosperous England ever had.

April 26, 1711.—David Hume, born in Edinburgh; eminent English historian and philosopher; author of a valuable history of England.

April 27, 1822.—U. S. Grant, born; served in the Mexican war; during the Civil war rose from captain of a company of volunteers to Lieutenant-General and commander of all the armies of the United States; his wise measures and firm determination brought about the fall of Richmond and the close of the war; served two terms as President of the United States; traveled around the world, the recipient of universal honors.

April 28, 1758.—President Monroe, born in Virginia; American statesman, and fifth President of the United States; promulgator of the Monroe doctrine; minister to France and to England; Secretary of State; also of War under Madison.

—324 B.C.—Gautama, or Buddha, born (exact date not certain); celebrated Hindoo reformer and founder of Buddhism.
April 30, 18 4.—James Montgomery, died; distinguished Scotch poet; wrote many hymns, also the "West Indies," and "The World before the Flood."

NEWS OF THE WEEK.

The rebellion in the northwest grows more serious from the fact that the Indians in large numbers are joining the rebels. The Dominion Government has not dealt kindly by them, and they are bent on revenge. Riel, the leader of the rebels, is a man of considerable military ability, and his followers, now quite numerous, are well equipped. Troops from all parts of the Dominion are hastening to the scene of disturbance.

Prince Bismarck's seventieth birthday was celebrated throughout Germany April 1. The emperor and the resident princes of all the imperial family called upon him and presented their congratulations. The king with his own hands presented his faithful chancellor with a magnificent portrait of himself as a personal memento. Congratulations from all parts of the empire and from many foreign courts poured in upon the great statesman.

Russia still professes to accede to England's proposals, but each country is proceeding with preparations for war. The British and native troops of India were reviewed by the Ameer of Afghanistan at Rawal-Pindi, April 6.

The French have succeeded in forming a new cabinet, with M. Brienne president of the council. It is reported that France has concluded a peace treaty with China, that she will demand no indemnity fund and lay no claim to Tonquin.

Gen. Barrios was defeated at El Coto, San Salvador, March 30, after a severe battle. His death has been reported, but the reports are not confirmed.

Thirteen young women received the degree of M.D. from the New York Medical College and Hospital for Women, April 1.

The Senate adjourned sine die April 2. President Cleveland has had less trouble in setting in motion the wheels of his administration than might have been expected with a majority of an opposing party in the Senate. Very few of his nominations have failed to receive prompt confirmation.

The United States Navy has been suddenly and unexpectedly called into service by a rebellion in Panama. On April 6 Colon was burned by the insurgents, and an American steamship seized and her officers imprisoned. The United States having engaged to keep open the transit from Colon to Panama, preserve neutrality, and protect the lives and property of American citizens, proceeded at once to perform her duties. Orders were immediately sent to the navy to dispatch vessels and troops to the Isthmus, and several ships are now on their way.

It costs the people of Washington only \$18 a year to educate a pupil. In Boston they pay \$28.42 a head. Is the quality of instruction to be estimated by its cost? Is a pupil in Boston \$10.42 a year better educated than in Washington? The quality of teaching is much more worthy of comparison than its cost or its quantity. If some means could be devised of comparing our school work with reference to these points, there would be some satisfaction in reading the results. The cost of our schools is increased from many causes. For instance, in Chicago a school-order broker has been detected, after having stolen several thousand dollars. In the South Chicago school district a ring of contractors and builders, in secret political collusion with corrupt members of the school board, have been plundering the schools in the most outrageous manner. Acts like these are apt to increase the cost of instruction without especially affecting the salaries of teachers.

It is remarkably easy to get along with meek and good-natured persons, but how shall we live pleasantly and happily with the cross-grained, ill-natured, and ignorant? Here's the rub.

FOR THE SCHOLARS.

SELECTIONS FOR ARBOR DAY.

But I behold a fearful sign;
To which the white man's eyes are blind:
Before these fields were shorn and tilled,
Full to the brim our rivers flowed,
The melody of waters filled
The fresh and boundless wood.
And torrents dashed and rivulets played,
And fountains spotted in the shade.
These grateful sounds are heard no more.
The springs are silent in the sun,
The rivers, by the blackened shore,
With lessening currents run;
The remnant of our tribes are crushed to get
May be a barren desert yet

—BRYANT.

From "The Indian at the Burial-place of His Fathers."

FOREST SONG.

A song for the beautiful trees,
A song for the forest grand,
The garden of God's own hand,
The pride of his centuries.
Hurrah! for the kindly oak,
For the maple, the forest queen,
For the lords of the emerald cloak,
For the ladies in living green,
For the beautiful trees a song,
The peers of a glorious realm,
The linden, the ash, and the elm,
So brave and majestic and strong.
Hurrah! for the beech tree trim,
For the hickory, staunch at core,
For the locust, thorny and grim,
For the silvery sycamore.
A song for the palm, the pine,
And for every tree that grows,
From the desolate zone of snows
To the zone of the burning line.
Hurrah! for the warders proud
Of the mountain-side and vale,
That challenge the lightning cloud,
And buffet the stormy gale.

A song for the forest, aisled,
With its Gothic roof sublime,
The solemn temple of Time,
Where man becometh a child
As he listens to the anthem-roll
Of the wind in the solitude,
The hymn that telleth his soul
That God is the Lord of the wood.

So long as the rivers flow,
So long as the mountains rise,
May the forests sing to the skies,
And shelter the earth below.
Hurrah! for the beautiful trees!
Hurrah! for the forest grand,
The pride of his centuries,
The garden of God's own hand.

—PROF. W. H. VENABLE.

I love thee in the Spring,
Earth-crowning forest! when amid the shades
The gentle South first waves her odoriferous wing,
And joy fills all the glades.

In the hot Summer time,
With deep delight, the somber aisles I roam,
Or, soothed by some cool brook's melodious chime,
Rest on thy verdant loam.

But O, when Autumn's hand
Hath marked thy beauteous foliage for the grave,
How doth thy splendor, as entranced I stand,
My willing heart enslave!

—WM. JEWETT PARODIE.

The groves were God's first temples. Ere man
learned

To hew the shaft and lay the architrave,
And spread the roof above them,—ere he framed
The lofty vault to gather and roll back
The sound of anthems; in the darkling wood,
Amidst this cool and silence, he knelt down
And offered to the Mightiest solemn thanks
And supplication.

—WM. CULLEN BRYANT.

The trees may outlive the memory of more than one
of those in whose honor they were planted. But if it
is something to make two blades of grass grow where

only one was growing, it is much more to have been the
occasion of the planting of an oak which shall defy
twenty scores of winters, or of an elm which shall
canopy with its green cloud of foliage half as many
generations of mortal immortals. I have written
many verses, but the best poems I have produced are
the trees I planted on the hill-side which overlooks the
broad meadows, scalloped and rounded at their edges
by loops of the sinuous Housatonic. Nature finds
rhymes for them in the recurring measures of the sea-
sons. Winter strips them of their ornaments, and gives
them, as it were, in prose translation, and Summer re-
clothes them in all the splendid phrases of their leafy
language.

What are these maples, and beeches, and birches,
but odes and idylls and madrigals? What are these,
pines, and firs, and spruces but holy hymns, too solemn
for the many-bled raiment of their gay, deciduous
neighbors?—OLIVER WENDELL HOLMES.

THE WAYSIDE INN—AN APPLE TREE.

I halted at a pleasant inn,
As I my way was wending—
A golden apple was the sign,
From knotty bough depending.

Mine host—it was an apple-tree—
He smilingly received me,
And spread his choicest, sweetest fruit,
To strengthen and relieve me.

Full many a little feathered guest
Came through his branches springing:
They hopped and flew from spray to spray,
Their notes of gladness singing.

Beneath his shade I laid me down,
And slumber sweet possessed me;
The soft wind blowing through the leaves
With whispers low caressed me.

And when I rose, and would have paid
My host, so open-hearted,
He only shook his lofty head—
I blessed him, and departed.

—From the German.

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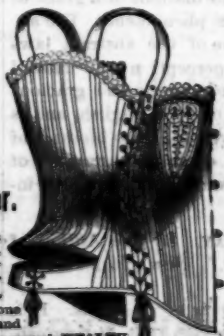
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THE OAK.

A glorious tree is the old gray oak;
He has stood for a thousand years—
Has stood and frowned
On the trees around,
Like a king among his peers;
As around their king they stand, so now,
When the flowers their pale leaves fold,
The tall trees round him stand, arrayed
In their robes of purple and gold.
He has stood like a tower
Through sun and shower,
And dared the winds to battle;
He has heard the hail,
As from plates of mail,
From his own limbs shaken, rattle;
He has tossed them about, and shorn the tops
(When the storm has roused his might)
Of the forest trees, as a strong man doth
The heads of his foes in fight.

—GEORGE HILL.

Monarch of the wood,
Whose mighty scepters sway the mountain brood,
Shelter the winged idolaters of Day,
And grapple with the storm-god, hand to hand,
Then drop like weary pyramids away—
Stupendous monuments of calm decay.

—JOHN NEAL.

O Willow, why forever weep,
As one who mourns an endless wrong?
What hidden woe can lie so deep?
What utter grief can last so long?
Mourn on forever, unconsoled,
And keep your secret, faithful tree;
No heart in all the world can hold
A sweeter grace than constancy.

—ELIZABETH A. ALLEN.

I care not how men trace their ancestry,
To ape or Adam; let them please their whim;
But I, in June, am midway to believe
A tree among my far progenitors—
Such sympathy is mine with all the race.

—JAMES RUSSELL LOWELL.

THE VOICE OF THE TREE.

Winter winds and ice and storm
Have pinched and cramped my naked form,
But spring is coming soon, I know;
The warm south wind begins to blow.
To-day I heard a robin sing.
Spring is coming; she will bring
Sunny beams to warm my feet.
Soon my sluggish pulse will beat;
Through my cold and withered heart
The welcome life-blood soon will start;
Then my round pink buds I'll don,
Put my pearly bracelets on,
Dress myself in robes of green,
In honor of the season's Queen.

E. L. B.

Oh! come to the woodlands, 't is joy to behold
The new waken'd buds in our pathway unfold
For Spring has come forth, and the bland southern
breezes
Is telling the tale to the shrub and the trees,
Which, anxious to show her
The duty they owe her,
Have decked themselves gayly in emerald and gold.

Though few our years or many be,
It matters not the number given,
If we can feel that, like the tree,
Each year hath found us nearer heaven.

A little of thy steadfastness,
Rounded with leafy gracefulness,
Old oak, give me—
That the world's blast may round me blow,
And I yield gently to and fro,
While my stout-hearted trunk below,
And firm-set roots unshaken be.—LOWELL.

PUBLISHERS' NOTES.

I am well pleased with your excellent paper. It is certainly growing in interest and influence among live teachers. The January number is almost replete with practical good things. I usually read the INSTITUTE with pencil in hand to mark important and suitable articles for future reference and trial, and I find a good store of them in this number. F. W.

I am a subscriber for the JOURNAL; I am perfectly enthusiastic over it. I think it is the best teachers' paper that comes to my desk, and it grows better with age. R. G.

I am taking your JOURNAL, and would not be without it for twice the price. L. J. C.

I wish to add my mite of praise of your excellent JOURNAL. Many of the articles and suggestions have been of great help to me in the school-room. E. B. G.

That feeling of extreme debility is entirely overcome by Hood's Sarsaparilla. "I was tired all over, but Hood's Sarsaparilla gave me new life and strength," says a Pawtucket, R. I. lady. Hood's Sarsaparilla is sold by all druggists. \$1 a bottle, or six bottles for \$1.

BOOK DEPARTMENT.

NEW BOOKS.

TRAJAN. An International novel. By Henry F. Keenan. New York. Cassell & Co. \$1.50.

That short-lived but brilliant magazine, *The Manhattan*, made no more notable contribution to the literature of the day than the serial "Trajan," begun anonymously in its columns. Only twelve chapters of this remarkable story had appeared when, owing to untoward circumstances, *The Manhattan* suspended publication. The wide-spread regret expressed at this suspension was largely due to the fact that its readers believed that they had been deprived of the sequel to a story in which they had become completely absorbed.

"Trajan" is an international novel, the scene of which is laid in Paris at the time of the downfall of the empire under Napoleon III. The central characters are Americans, while the chief personages of the hour are made to do duty in working out the plot. The author has shaken off the trammels which seem to hamper most of the American novelists of the present generation, and gives a story as full of plot, movement and incident as are the favorite stories of the past. The hero, Trajan Gray, is a young painter, an American, with a studio in the Latin Quarter. He is a Republican and a man of action, and we find him figuring prominently in some of the most exciting incidents of the revolution. Not only does Mr. Keenan give us graphic and striking pictures of the stirring events of those stirring times, but he shows equal dexterity in depicting the quiet life in a French country house. It has been aptly said of it, "The characters are distinctly and nicely drawn; not mere abstractions, but human beings clad in the flesh of our own mortality. The style of the work is excellent; subdued, unsensational, picturesque and full of evidences of that reserved power which shows the author to be complete master of his subject." It is a fascinating story whose perusal will keep thousands of readers up till the small hours of the morning.

THE POWER AND AUTHORITY OF SCHOOL OFFICERS AND TEACHERS, in the Management and Government of Public Schools, and over Pupils out of School, as Determined by the Courts of the Several States. By a Member of the Massachusetts Bar. New York: Harper and Brothers, 1885.

This work was commenced when the author was a school officer, in order to enable him to answer with authority questions constantly presented.

The facts upon which each case arose and was determined, and the opinion of the court, not the substance of the decision are given. At the close of the book are appendices, containing abstracts of the laws of the states, relating to the supervision of schools, as well as the suspension, expulsion, and punishment of pupils, and other matters of special interest to school officers and teachers.

Among the rules treated and decided are the following: Tardiness and Absence, Studies, Suspension, Expulsion, Power of Teacher over Acts Committed out of School, and Corporal Punishment. It will be seen that this book is one that should be found on every teacher's desk.

MADAME HOW AND LADY WHY. By Charles Kingsley. New York: Macmillan & Co. 50 cts.

This is one of the series of "Globe Readings from Standard Authors," and for those not familiar with Kingsley's work, it may be well to state the sub-title of this little book, "First lessons in earth lore for children," which conveys a very good idea of its purpose. In its various chapters are treated the wonders of the Glen, and the phenomena of earthquakes and volcanoes, the action of glaciers, the transformations of a grain of soil, the coral reef, and terrestrial phenomena. The author also treats incidentally some of the abstract laws and methods underlying our perception of natural phenomena. Kingsley's peculiarly gentle and gracious style is familiar to most readers of good English, and is here displayed in all its attractiveness. The binding of the book is very tasteful, and it contains a number of illustrations that do much toward enlivening its inward appearance.

THE CRIME OF CHRISTMAS DAY. By the Author of "My Ducats and My Daughter." New York: D. Appleton & Co. Paper, 25 cents.

This is "A tale of the Latin Quarter" in Paris. It is written in the light and pleasing vein that distinguished the author's former work, and the plot is altogether melodramatic and of strong interest: it has in its underlying method a resemblance to Poe's "Murders in the Rue Morgue," and a certain kindred similarity to a number

of other stories of circumstantial evidence; but in its depicting of character it is quite fresh and unconventional, and in the pivotal incident of the plot it is quite unique and decidedly pleasing. If this cheap 25-cent series is sustained by stories of so high a quality, it is sure to be a successful venture. The cover is very attractive, and makes one curious for a peep inside.

THE SCIENCE OF A NEW LIFE. By John Cowan, M.D. J. S. Ogilvie & Co., publishers, 31 Rose street, New York.

This is a work that has received the highest endorsement from such papers as the *Christian Union*, the *Christian at Work*, and the *Christian Advocate*, and from such men as Rev. Dr. Deems, Dio Lewis, Moses Coit Tyler, and Rev. Dr. E. H. Chapin. Its moral teachings are of a pure and high character, and while it deals with subjects of a delicate nature, it uses language of the utmost purity. If all books of this nature were as helpful and elevated in tone as this, there would be far less misery than is daily seen. The book is not a cheap medium for the advertising of new quack nostrums, but is, as Dr. Cornell has said, written in the interest of "virtue, health, and religion."

FIFTEEN HUNDRED ORIGINAL CONUNDRUMS. By Talented Society Lady. (J. A. T.) All Original. New York: J. S. Ogilvie & Co., 31 Rose street. 15 cents.

These are as good conundrums of the kind, as any we have ever seen. In these 114 pages, there is enough fun to keep a family laughing for six months.

CONCERNING PRINTED POISON. By Josiah W. Leeds. Philadelphia: No. 528 Walnut street. Square. 43 pp., 8 cents.

This is an earnest plea for better literature, by a man whose heart is in the work. The subject considered is one of great importance, and it is well and forcibly handled.

MAGAZINES.

The *May Century* will contain contributions from General G. W. Smith, who writes a description of the second day's fight at Seven Pines, and General John D. Imboden furnishes "Incidents of the Battle of Manassas."

NOTES.

In the *May Century*, a paper by Rev. T. T. Munger, on "Immortality and Modern Thought," attempts to advance the discussion a step further.

Messrs. J. P. Lippincott & Co. announce as ready a new novel, "One of the Duanes." The author, Mrs. Alice King Hamilton, being familiar with the social customs of military life, has written a delightful story, varied by the adventures incident to the camp.

Henry Irving's address to the students of Harvard College is printed in full in the *Critic* of April 4. It is an admirable essay, and its delivery marks an era in the history of the stage in this country, as well as in the history of Harvard.

"Fresh Flowers," is the title of a little song-book for the infant classes of Sunday-schools, edited by Mrs. Emma Pitt, and published by Oliver Ditson & Co., of Boston. It is embellished with a number of pretty illustrative vignettes; its songs are new and pleasing; and with its clear typography and bright cover it presents altogether an attractive appearance, which is justified by its contents.

It is announced that a plan has been matured for a series of Authors' Readings at the Madison Square Theatre, at 4 o'clock in the afternoon on Tuesday, April 28, and the Wednesday and Thursday following, in aid of the Copyright League and the International Copyright movement. Five or six different authors will read selections from their own writings on each afternoon. The arrangements are in charge of a committee of ladies. W. D. Howells, Mark Twain, Charles Dudley Warner, Edward Eggleston, and Frank R. Stockton, have already consented to take part.

Possibly the greatest literary prize ever offered is that which will fall due on December 1, 1925, in St. Petersburg. According to the *Frankfurter Journal*, the great friend and adviser of the Emperor Alexander I. of Russia, Aranjeyeff, by name, founder of the military college at Novgorod, deposited, in 1883, in the Imperial Bank, a sum of 50,000 roubles in gold. This deposit is to remain in the bank at 4 per cent. interest until 1925, and the 1st of December of that year—the centenary of Alexander the First's death—the entire sum will be paid to the writer of the best history of the reign of that Emperor. The prize is to be decided by the Petersburg Academy of Sciences, one-quarter being devoted to publishing the fortunate work. At this rate the value of this grand prize on the day in question will be no less than 1,918,960 roubles—say a million and a half.



20,690,506

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Boston, - - 936,842.

HON. N. A. PLYMPTON (Hon. B. F. Butler's campaign manager), of Worcester, Mass., in May, 1880, was prostrated by kidney colic, caused by the passage of gravel from the kidneys to the bladder. He then began using Warner's SAFE Cure and in a short time passed a large stone and a number of smaller ones. Dec. 10th, 1884, Mr. Plympton wrote, "I have had no recurrence of my old trouble since Warner's SAFE Cure cured me."

Providence, - - 128,947.

G. W. FULTON, Esq., Fulton, Texas, suffered for ten years from serious bladder disorders and lost from 25 to 30 pounds; in 1881 he used 14 bottles of Warner's SAFE Cure, and recovered his natural weight and said, "I consider myself well for a man of 75." December 20th, 1884, he wrote, "I have had no symptoms of kidney disorder since 1881, and if I did I should rely upon SAFE Cure."

Portland, Me., - 330,829.

Bal. of N. Eng., - 331,315.

EX-GOV. R. T. JACOB, Westport, Ky. In 1882, during a political canvass, health gave way and was prostrated with severe kidney trouble. Lost 40 pounds of flesh. Used Warner's SAFE Cure in 1882, and June 23, 1884, writes: "I have never enjoyed better health,—all owing to Warner's SAFE Cure."

New York State, - 3,053,080.

B. F. LARRABEE, Esq., 49 Chester Square, Boston, Mass., in 1879, was given up by several prominent Boston Physicians as incurable from Bright's Disease. He took over 200 bottles of Warner's SAFE Cure, in 1880-2, and Oct. 3, 1884, wrote that the "cure was as permanent" as surprising.

Pennsylvania, - 1,365,914.

MRS. J. B. DESMOULIN, 2411 Morgan street, St. Louis, Mo., in 1882, wrote, "I have been in delicate health for many years; but Warner's SAFE Cure made me the picture of health." June 23rd, 1884, she wrote, "My health has been good for the last two years."

Chicago, - - 2,181,520.

CHAS. E. STEPHENS, of Louisville, Ky., Nov. 15, 1882, wrote, "When my daughter was ten years of age she was seriously attacked by extreme kidney disorder." She recovered temporarily, but a year ago was again prostrated. She was swollen to twice her natural size, had frequent headaches, nausea, and other disguised symptoms of the disorder. All her Louisville physicians agreed that she could not recover. Her case and treatment were telegraphed to a New York specialist, who said recovery was impossible. Last August we began to treat her ourselves, and now, wholly through the influence of Warner's SAFE Cure, she is apparently as well as ever." November, 1884, he says, "My daughter is apparently in perfect health."

Detroit, - - 635,210.

S. F. HESS, Rochester, N. Y., the well known tobacco manufacturer, three years ago took twenty-five bottles of Warner's SAFE Cure for liver disorder, and August 20th, 1884, he reported, "I consider myself fully cured, and the credit is wholly due to Warner's SAFE Cure."

Milwaukee, - - 344,171.

THE REV. ANDREW J. GRAHAM, (P. E.), Grand Island, Neb., in 1881 was pronounced fatally sick with Bright's Disease. His condition he says was desperate and he could get no relief from physicians. He then followed Warner's SAFE Cure treatment, and July 7, 1884, he wrote, "All local trouble has disappeared. Have taken no medicine for nearly a year."

Minnesota, - - 486,013.

G. W. HAMILTON, Milton, Santa Rosa Co., Florida, December 15th, 1884, wrote that "four years ago my wife was suffering with liver complaint which reduced her to a skeleton. The doctors finally pronounced her case Bright's Disease of the kidneys, and incurable. She then took 13 bottles of Warner's SAFE Cure, and has been in perfect health ever since. She now weighs 180 pounds where formerly she was a skeleton. Warner's SAFE Cure will make a permanent cure always if taken by directions."

Bal. N. W States, - 1,400,362.

IF IT IS HARD TIMES WITH YOU,

Resort to the Remedy that Nine-tenths (9-10) of Sufferers Require, thereby Saving Continuous Debility and Expensive Medical Attendance.

SATISFACTION GUARANTEED.

Cleveland, - - 511,974.

B. J. WORRELL, of Ellaville, Fla., in 1879, was prostrated with Bright's Disease of the kidneys, and under the best treatment, grew worse. "On the advice of Governor Drew's sister, I began Warner's SAFE Cure, sixty bottles of which restored me to full measure of health. I have now been cured about four years, and my case is regarded as miraculous." Governor Drew of Jacksonville, Florida, April 20th, 1884, says "Mr. Worrell's case and cure give me great confidence in Warner's SAFE Cure, and I unhesitatingly indorse it."

Cincinnati, - - 655,250.

MRS. S. A. CLARK, East Granby, Conn., in 1881 was utterly used up with constitutional and female complaints of the worst kind. Been sick ten years, and tried everything. In November, 1884, she wrote, "Warner's SAFE Cure cured me four years ago, and has kept me well."

Bal. Ohio, (State), - 474,869.

Southern States, - 2,725,513.

JOSEPH JACQUES, Esq., St. Albans, Vt., in January 1877 was taken desperately sick with Bright's Disease of the kidneys. He spat blood, was tremendously bloated and seemed to be beyond the power of the best physicians. He then took 60 bottles of Warner's SAFE Cure, which restored him to health. January 1st, 1885, eight years afterwards, he wrote: "I never enjoyed better health in my life than I do now, and I owe it all to Warner's SAFE Cure. I consider myself cured of Bright's Disease."

Canada, - - 1,175,868.

ROBERT GRAHAM, 77 Penn street, Brooklyn, N. Y., suffered for six years from inflammation of the bladder and stricture. Six physicians, specialists, gave him up to die. In 1883, he began Warner's SAFE Cure and its continued use, he says, effected a complete cure. Under date June 25, 1884, he says, "My health continues good; have used no medicine since April 30, 1883."

St. Louis, - - 1,222,895.

REV. JAMES ERWIN, Methodist minister, West Eaton, N. Y., was long and seriously ill with inflammation of the prostate gland, (a very obstinate disorder). In 1882, he began the use of Warner's SAFE Cure, and June 25th, 1884, wrote, "The relief obtained two years ago proved permanent; physicians express great surprise."

Kansas City, - - 538,395.

JAMES M. DAVIS, 330 South Pearl street, Albany, N. Y., superintendent of Jagger Iron Co., in 1881 suffered from very serious kidney trouble; he weighed but 160 pounds; he used 18 bottles of Warner's SAFE Cure, and December 8th, 1884, he wrote, "That was fully three years ago. I have had no trouble since, and I feel first class and weigh 198 pounds. I would not go back to that time of four years ago for all the dollars in the United States."

Bal. S.W. States, - 635,092.

N. B. SMILEY, Esq., of Bradford, Pa., in 1882, was very seriously sick of extreme kidney disorder and rheumatism, which gradually grew worse. Physicians being unable to assist him, his last resort was Warner's SAFE Cure, and June 25th, 1884, he wrote, "My health is better than for two years past, and in some respects is better than it has been for five years. When I catch cold and have any slight kidney trouble, I resume the medicine again and the relief I believe is permanent."

San Francisco, - 932,210.

S. A. JOHNSTON, Lockington, Ohio, Sept. 20, 1881, stated that for thirty years he had suffered tortures with dyspepsia, but he was entirely cured by the use of Warner's SAFE Cure. Dec. 8th, 1884, he says: "I took 20 or 25 bottles of Warner's SAFE Cure, and it has never failed to stop any symptoms of my old complaint if they appeared; my health is good."

Bal. Pacific Coast, - 624,237.

ALL THE TESTIMONIALS ABOVE GIVEN ARE FROM PERSONS WHO WERE PERMANENTLY CURED SEVERAL YEARS AGO AND REMAIN SO.

Publisher's Department.

An increasing number of text-books is coming to the attention of our educators in response to the recent legislation bearing on stimulants and narcotics. Steele's Hygienic Physiology, for high schools and academies, has already gained by its merits favorable consideration, and it remains that those interested should learn the value of simpler works on the same general subject for intermediate classes and the youngest scholars. Among those that seem particularly suited to the need in this direction are Mrs. Hunt's "Our Bodies and How to Care for Them," and the same author's "Hygiene for Young People." This series has been widely adopted and endorsed. For specimen copies, etc., send to A. S. Barnes & Co., 111 and 115 William St., New York.

Maps are as truly a school-room necessity as books, and it is worth while when investing in this most desirable article to get the best that can be had. In making a selection, teachers should not forget Maury's, which are at once accurate and so beautiful as to be an ornament in any school-room. A complete set is sold at the low price of \$10, and separate maps on equally moderate terms. Circulars and Maury pamphlet will be sent free on application to the University Publishing Co., 19 Murray St., New York.

In the coming institutes teachers will find a special need for convenient stationery, and indeed at all times there is a demand for such, and progressive teachers recognize the need and value of the same. The Quincy Practice Paper has earned a reputation in this regard, and the Acme Stationery and Paper Co., which manufactures it in many convenient forms, experiences a steady demand upon their resources. The Perfect Pencil Tablet is another handy style which finds great favor with teachers. Address the manufacturers at 146, 148, and 150 Centre street, New York.

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When you visit or leave New York City, save Baggage Expressage and \$3 Carriage Hire, and stop at the Grand Union Hotel, opposite Grand Central Depot. 600 Elegant rooms, fitted up at a cost of one million dollars, at \$1 and upwards per day. European Plan. Elevator. Restaurant supplied with the best. Horse cars, stages and elevated railroad to all depots. Families can live better for less money at the Grand Union Hotel than at any other first-class hotel in the city.

Among the most successful books of the time are Scudder's "History of the United States," and Worcester's "New Spellers." The leading characteristics of the former are a well-conducted text; logical division into periods; a suggestive method; topical analyses for review; accurate and clear maps; beautiful illustrations; superior mechanical execution, and low price. This work has been adopted in many of the leading cities and towns in this country, including New York City. The spellers show careful selection, classification and arrangement of words, and other excellent features. The publishers, J. H. Butler & Co., Philadelphia, add to these publications that valuable book, Walton & Cogswell's "Book of Problems in Arithmetic."

Some time since, we called attention, in our book columns, to the series of Classics for Children published by Messrs. Ginn, Heath & Co., of Boston. This house has signalled a new departure in education, and certainly one in the right direction, by publishing in so admirable a shape for the school-room and at so low a price such works as "Robinson Crusoe," Scott's "Lady of the Lake," Kingsley's "Greek Heroes," and others of this series; thus displacing the dry bones of study with the life and vitality of delightful literature from the best authors.

HOOD'S SARSAPARILLA

Hood's Sarsaparilla is a carefully-prepared extract of the best remedies of the vegetable kingdom known to medical science as Alteratives, Blood Purifiers, Diuretics, and Tonics, such as Sarsaparilla, Yellow Dock, Stillingia, Dandelion, Juniper Berries, Mandrake, Wild Cherry Bark and other selected roots, barks and herbs. A medicine, like anything else, can be fairly judged only by its results. We point with satisfaction to the glorious record Hood's Sarsaparilla has entered for itself upon the hearts of thousands of people in New England who have personally or indirectly been relieved of terrible suffering which all other remedies failed to reach. C. I. HOOD & CO., Apothecaries, Lowell, Mass. Price \$1.00, six for \$5.00. Sold by Druggists and Dealers in Medicines.

DIVIDE AND CONQUER.

THE great maxim of successful war is as old as military science. Divide and conquer is the method by which Dr. Schenck's treatment proposes to march on the arch enemy, Consumption.

The Central Camp.—The lungs maybe the headquarters of the enemy, and the entrenchments strong there, so strong that it would be sheer waste of time, if not folly, to make only a direct attack.

The Outposts.—The real strength of the enemy is in his outposts. He draws his supplies for disease from that main outpost, the stomach. For his powder, shot, shell, and other deadly ammunition he depends on the liver. For reinforcements he drains the whole country of the body, and lays it waste.

The Line of Attack.—Cut off the outposts and reduce them. Divide and conquer. Make the stomach loyal. Subdue and discipline the liver. Break up its supply of poison. Take possession of the entire country outside of the lungs. Stop the laying in waste of the body. The regular troops for this momentous work are Dr. Schenck's Mandrake Pills supported by Seaweed Tonic. No enemy can stand before them. And these are the best troops in the world to hold the country with. They are nature's garrison in these outposts—vital organs.

On the Camp.—With every outpost taken there is alarm in the central camp—the lungs. One direct push and surrender follows. Set the Pulmonic Syrup to expelling the entrenched enemy. It is surprising how quickly he now succumbs. Beaten at every point, he strikes his colors and leaves the field.

A Serious Thing.—War is a serious game. Don't undertake it unless you intend to win. Divide and conquer. Consumption is the ugliest kind of an enemy. There is but one sure way of conquering it. That is the method laid down in Dr. Schenck's treatment.

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PULMONIC SYRUP,
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I slept where the moon, serenely bright,
Shone full in my face through summer
night.

I dreamt I was in a Land of Light,
With fields of flowers and Moore and Shelley
and White.

And Shakespeare and Milton—a goodly
With Addison, Dryden, and others, quite
Too numerous to mention;

And there the worthies, one and all,
Whom we the "classical authors" call,
Beneath the shade of Parnassus tall,
On Parnassus Peak, in Helicon Hall,
Were holding a big convention.

Virgil was sitting beside Voltaire,
Boccaccio chatting with Dumas, pre-
And Pope curled up in the corner there,
While old Sam Johnson was in the chair,
Wall-eyed and grim, with carrot hair,
And he said, "Of course you're all aware
Of the latest earthly advice—
The publishers great to be going to
smash
Beneath the great 'economy' lash,
For John B. Alden is cutting a dash,
Exceedingly reckless and awfully rash,
In selling for almost nothing for cash,
And raising regular prices!"

"I hold in my hand a letter from four
American publishers who feel sore,
And they speak for a score, or possibly
more.
Who live by traffic in printed lore,
I read: 'We pray from this earthly
shore—
Ye authors of old attend us!
O, give us a lift in this hour of need,
For the publishing business is going to
need—
That man Alden is making with speed
As many books as the folks can read,
And selling disgracefully low, indeed;
It cheapens your fame—for you we
need!—
Ye talented ghosts, defend us!"

"What word shall we send to this
earthly band?"
Then Scott, with an "Elixir" in hand,
Arose (amid cries of "Take the Stand!")
And said, "This scheme will possess the
land!"

No good is the Harper or Scribner brand
While Alden shows that he can con-
mand
The brains of sage and scholar.
A shilling for Pope—good binding on;
The same for the poems of Tennyson;
Ten cents for your Pilgrim's Progress,
John

For the Iliad, thirty cents; and Don
Quixote for half a dollar!"

Then Chaucer said, "I am rather old,
But I am mighty glad this day to be told
How cheap my Canterbury Tales are
sold."

And the poets and wits of the Queen
Steele the bright and De Foë the bold,
Berkeley the sober and Swift the acid,
From the time of Sir Walter Raleigh;
Shakespeare's works, and Smollett's
and Sterne's

Bacon, Bolingbroke, Byron and Burns;
And Babbington Lord Macaulay."

Charles Dickens said, "I would be fool-
ish to let
Good luck of mortals cause regret;
For the price of a theatre-ticket they get
Kilman's gibbon—the perfect set—
Dante and Virgil, two shillings net,
For a dollar Adam Smith on Debt,
And Mill on the Laws of Nations;
And I see by this wondrous circular
Sent up by J. B. A. that for [War,
Three cents you get the Seven Years'
For a time King Henry of Navarre,
And for thrice the price of a good cigar
Will Shakespeare's inspirations."

Then Goldsmith rose and expressed it
thus:
"It is simply a case of de gustibus,
But I see no reason for all this fuss.
For publishers never did much for us,
While needy, summer and winter;
Therefore, confreres, I hold this view:
The high-price houses are doubtless
blue,
But unto the man our thanks are due
Who sends our thoughts each palace
through,
And into the humblest cottage too,
For the many are always more than the
few,
And the people are more than the
Printer!"

A slight shade rose—'twas Edgar Poe—
Who said, "I've been talking here with
de Poe!"

We agree, and the ancients have told us so,
That who makes two printed leaves to
show
Where only one did formerly grow
Is as good a man as we want to know;
And this letter here, from the rains
below,
Reveals its earthly animus:
I move it be not received!"

A thousand voices removed all doubt,
Ben Johnson and Halleck and Hood
spoke out,
His North and Irving and Father Frost,
Mid a storm of cheers & a mighty shout,
And the motion passed—unanimous!

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